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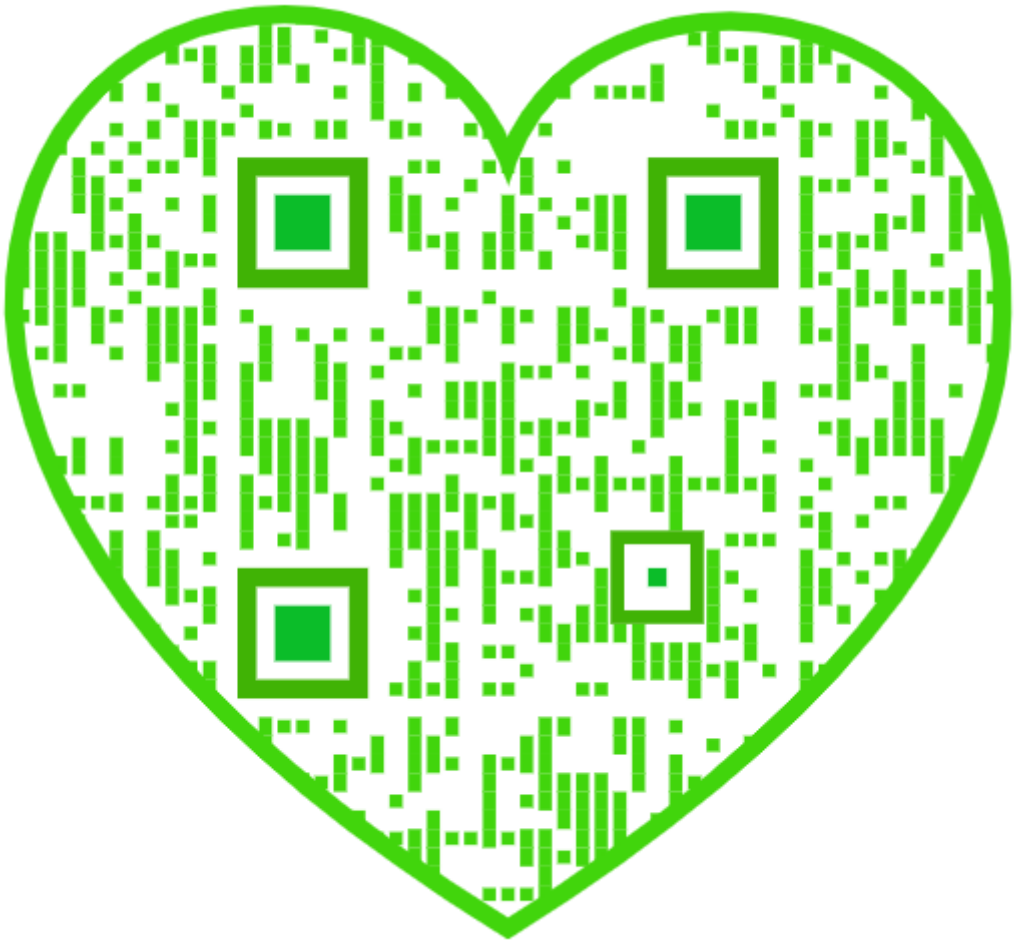

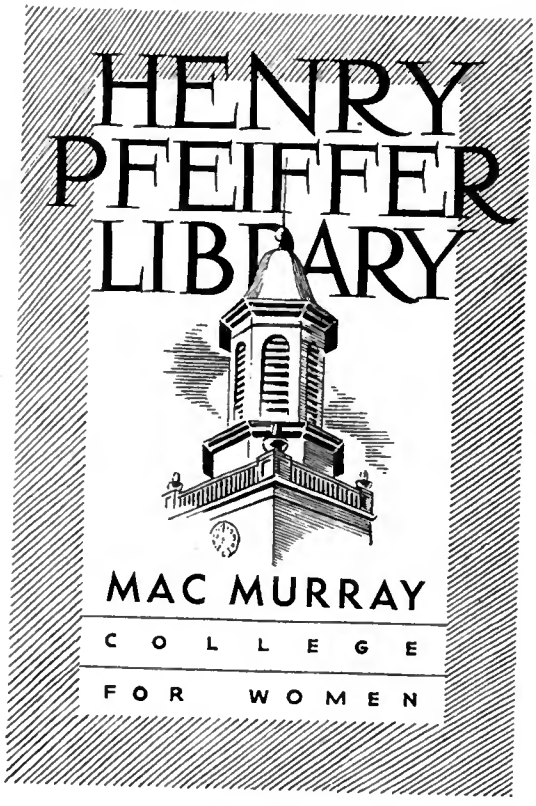

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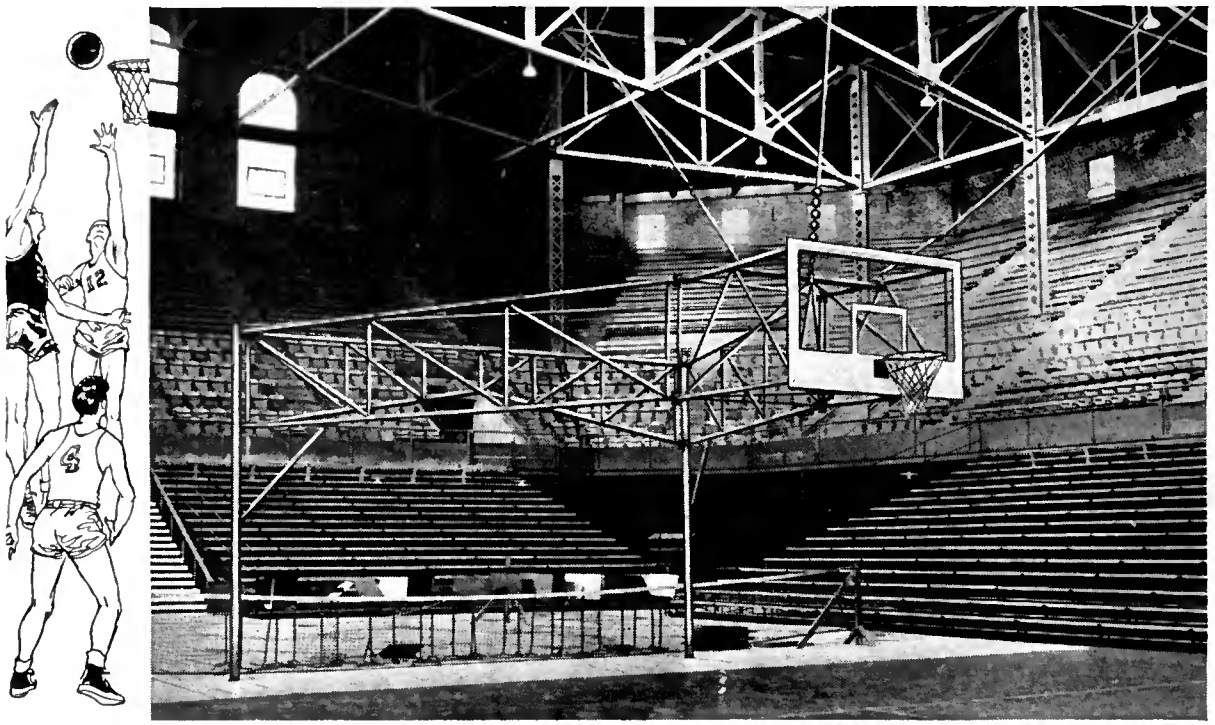

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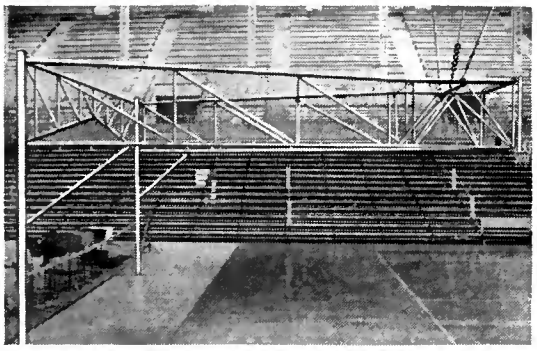

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APRIL 1951

Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLV Price 35 Cents No. 1

On the Cover
Go ahead and pitch! This youngster is ready for anything. And why not! While having the time of his life playing America's favorite game, he's learning to be alert, agile and able. Through playground activities, the citizen of tomorrow is absorbing the rules of fair play—and enjoying every minute of it. Photo, courtesy of Long Beach, California, Recreation Commission.

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Next Month
In observance of National Hospital Day, May tenth, this issue will carry an article on the recreation program in Veterans Administration Hospitals. Miss Agnes Haaga, Director of Creative Dramatics at the University of Washington, has written excellent suggestions for creative dramatics in the recreation program; and an article on family vacations in state parks will make you want to pack your kit at once! A revision of "Suggestions for Recreation Training Programs in Colleges and Universities" will be included.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

Hosteling Is What Hosteling Does (editorial), Ben W. Miller, PH.D. - 5
Recreation Comments - 8
I Am a Child (poem), Percy R. Hayward - 9
First Impressions - 10
Knuckle Down, Vincent DeP. Farrell - 23
A Recreation Leader Rates High - 24
When America Moves to the Playgrounds - 28
Television on the Playground, Henri Bob Russell - 35
A Community Takes a Hand, Daniel L. Reardon - 50

Administration

Wading Pools . . . An Asset or a Liability? George D. Butler - 14
Standards for Children's Summer Programs - 20
Resident Camping in Nine Cities - 22
Films Teach Playground Leaders About People, Rex M. Johnson - 30
Operating Policies at Public Swimming Pools in Indiana 39
Dramatization of Playground Situations - 42

Program Activities

An Imaginative Playground Project . . . and Its Results
Who'd Have Thought It? Anne Chilton - 12
Bowling on the Green, Catherine Sublett - 13
The Hobbymobile—A Recreation Center on Wheels, Lloyd A. Rochford - 19
Take Your Oldsters Out-of-Doors, Ellen Jean Dilger and Beatrice Spong - 25
Don't Give Up—Adapt! - 27
Games on the Playground, Helen M. Dauncey - 32
Here Come the Puppeteers! Margaret D. Blickle - 36
Creative Recreation, Grace Walker - 40
Recipes for Fun—
Nature Adventuring and Arts and Crafts - 45
How to Do It! Frank A. Staples - 49
P.T.A. Play Program, Mrs. Donald E. Stier - 52

Regular Features

Things You Should Know - 7
Personnel - 48
Recreation Market News - 54
New Publications - 56
Recreation Leadership Courses - Inside Back Cover

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

HOSTELING *Is*

WHAT HOSTELING *Does*

an editorial by Ben W. Miller, Ph.D.

THE NUMBER ONE emphasis in recreation should not be upon facilities or program or organization or administration—but upon people.

We are dependent upon other human beings to a degree far greater than ever before. The attitudes of people, the meaning in life that they can discover together, the sound motivation that they can recognize and test in broadening experiences are matters of great importance.

Yet social forces have resulted in the destruction of many primary

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nities and nations know each other through persons. Every promising avenue must be explored and, if found worthy, used.

Youth and young adults, especially, are groping instinctively for personal development. They are seeking vigorous, purposeful, interest-compelling activity—activity which helps them to sustain faith and confidence in themselves and in life. It is a real challenge to recreation leaders to hold their interest because of their lengthening period of dependence, their difficulty in transition from adolescence to adulthood and in distinguishing and defining a satisfactory and stable role for themselves in society.

Good recreation, meeting a basic human need not dimmed by war, can do as much to lift the level of civilization during the next century as the development of the common school has done during the past century. Even barring the disaster of another total war, there is likely to be no early return to "normal" peacetime conditions. The continuing tensions and strains of a war environment demand an even greater need to use our leisure more

[illegible] of recreation [illegible] as life itself. Just as the sources of life and happiness have no boundaries, so recreation must be freed completely from any narrow limits.

Recreation must be more and more concerned with social living and integration—a continual awareness of cause and effect. Such emphasis means concern for the ability to adjust one's interests and life to the interests and life of all others. It means identification of one's self with others. It includes relationships with one's own conscience, with one's family, community, with nature and all mankind. But the degree to which we do this will depend upon the intelligence with which we guide our recreational efforts. Necessarily, they must be much broader, much freer, much more dynamic and adaptive in the future than they have been in the past.

In such a setting, hosteling meets the test of being an excellent education-recreation activity. It is a practical and inexpensive program of travel and recreation unduplicated by any existing organization and open for use as an activity resource by all community groups. As in education or other types of recreation, its contribution to the social scene cannot be told adequately in figures. Its highest values lie in the intangibles.

Hosteling embodies the ideals, techniques and enthusiasms of worthwhile recreation. It is as far removed from the common gloomy reform youth movements as sunshine is from rain. It is no cult of the simple life. It is not a crusade; and it is simple and direct in its appeal. Its content is first-hand experience, learning by doing, group planning and problem-solving. It opens new vistas to youth in an unique program that not only feeds imagination and love of adventure, but encourages initiative and personal responsibility. In its round-the-clock rhythm of work, rest and play, it helps to develop a balance of individual freedom and social responsibility and to demonstrate in practice the relationships of one's own efforts not only to one's own well-being, but also to the welfare of others. It contributes to the satisfaction of fundamental human appetites—such as the hungers

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MR. MILLER *was formerly executive director of American Youth Hostels, Inc.*

for purposeful self-expression, creativity, friendship, belonging to a group, recognition and cooperation.

There is in hosteling much flexibility and a minimum of rules, regulations or requirements. Regimentation or mass conformity is taboo. Behavior is guided largely by adherence to the ideals and customs of hosteling—practices which all hostelers agree to follow and which have been self-imposed, as they developed over the years.

Participation may be along the lines of one's own interests, by one's self, in a family group, in the company of close friends or in a group with similar interests from any bonafide organization or agency. It can be upon a self-directed or upon an organized activity basis, with leadership of a general supervisory type, or of an organizational and specialized kind.

Hosteling offers a year-round recreational opportunity at the different periods of free time. It can reach a wide age range and can easily be a life-long expression of leisure-time interest. It is one of the all-round coeducational activities in which there is happy cooperation between the sexes. It can be equally appealing to rural and urban youth.

Hosteling is not a spectator sport, but it is healthful exercise. What it offers is neither soft nor easy. Its simple and often rugged life demands energy and self-reliance. Yet, hostelers go at their own leisurely gait and can adapt the energy requirements to their physical needs and capacities.

Hosteling is a great reconciler of the urban folk with rural folk, of one class with another, of the old with the young, of one people with another, and—perhaps most important of all—of one's self with one's environment. It teaches people perception—to see what they go by, to understand more fully what they see. Hosteling puts youth upon their feet and takes them out of a cut-flower civilization. It puts them into contact with the sun, the air, the soil and the struggle upon which so much of our nation's vitality is based. They get away from the neon lights, the superficialities and froth of life; away from the brick and cement foundation which is poor soil for physical, moral and spiritual growth. Their view of the countryside is not a fleeting train or car window blur. It is the genuine appreciation of farm and woodland, of people to whom the land is home and of the life that is lived there.

In its close group life, it provides the emotional release of living together—acquiring social habits, exercising leadership, cooking meals, accepting personal responsibility for one's share of cleaning and joining in the community activities of the hostel. In the democratic hostel environment there is the sharing of chores and coming to grips with the fundamental lessons in domestic economy lacking in the daily lives of so many youth. Group feeling and ties of friendship result from the common experience which crosses religious, racial and economic differences. The benefits to be derived are for the overprivileged, as well as for the underprivileged—perhaps more. Social distinctions disappear and youth value each other for their basic worth as individuals.

The horizons of hosteling are worldwide and its scope international. From Central Europe, where the movement was founded in 1910, it has spread to twenty-five countries. The membership now totals over one million, with four million overnight guests welcomed annually in 2,340 hostels. Membership cards issued by any of the hosteling associations are accepted at every recognized youth hostel throughout the world. The International Youth Hostel Federation is a success in being one of the relatively few organizations to achieve an international character. As *McCall's Magazine* recently stated, "Any teen-age boy or girl with a bike and a membership card has, we think, the world by the handlebars."

Participating members constitute a widely-distributed group who have shared with many others their experiences in international living. Through friendly association and leisurely travel with the youth of other countries, they have gained insight and deep-rooted friendships that are, unfortunately, denied most travelers abroad. Greeted everywhere as citizens of this commonwealth of youth, their outlook has gained wider dimensions. They are drawn together by the common language and customs of hosteling. Even those differences in native tongues do not seem great since interests are focused upon similarities rather than upon differences. Hostelers observe the ripe and mellow virtues of older civilizations of older people—their love of home and family, their joy in play, their loyalty to neighborhoods, the love of beauty and companionship. Only when our increasing travel to unknown places brings back some of these fine things is it serving its real purpose.

As an opportunity to broaden horizons, personalize vital problems and lay intellectual and cultural foundations of understanding, hosteling pays ample dividends by assisting more young people to become self-reliant, community-minded and world-minded citizens. Youth, given such an inexpensive opportunity to roam with a purpose, will carry on and travel far. Recreation leaders, analyzing youths' enthusiastic response to the question, "What is hosteling?" will invariably find ample justification in the reply "Hosteling is what hosteling *does!*"

"Heaven in another world is all right, but important, too, is a little of life, comradeship, creation, fulfillment, achievement, joy, happiness every day."

—*Howard S. Braucher.*

Things You Should Know . .

• REGARDING THE USE OF CHLORINE in swimming pools, the representative of the National Production Authority in charge of the chlorine program advises that Order M-31, regulating the distribution of chlorine for treatment of drinking water and sewage disposal, does not affect swimming pools. No permits or allocations are required. He states that the operators of swimming pools are free to place orders for chlorine with their regular distributors.

• LOW CITY TAXES are not the chief attraction for industries seeking new plant locations. According to the American Society of Planning Officials, the offer of low tax assessments often discredits a city which is trying to induce an industry to locate within its bounds. However, high on the list of things needed by a community to attract industry, as suggested by industrial representatives, are "adequate recreation facilities and places of congregation where people can play or visit together."

• A DRAMATIC EXAMPLE of the possible effects, on the local level, of the proposed increase of the national labor force to meet the projected emergency production program is the Savannah River Project of the Atomic Energy Commission. Here, three thousand five hundred people are being displaced from a rural area to make way for the construction of a new atomic plant. Thirty-five thousand temporary construction workers will be brought in to do the job (eight thousand this year). This will mean the immigration of over one hundred thousand people into an area of two hundred fifty thousand acres with a present population of two hundred thousand.

Imagine what this will mean from the point of view of public recreation facilities! There will be other big projects, but, in addition, we must not forget that even a small, new defense plant in a small community will put an extra burden on the local public recreation facilities. As we all know, one of the significant recreation developments in World War II was the tremendous extent to which industries turned to recreation to maintain and increase production through increase in the efficiency of the individual worker and reduction in turn-over and absenteeism.

• THE OVER-ALL ESTIMATE OF MATERIAL REQUIREMENTS of municipal park and recreation departments for 1951 and 1952, as submitted to the National Production Authority through the Federal Security Agency by the National Recreation Association (see page 535, March RECREATION) totaled thirty-eight million dollars—of which almost thirteen million was for maintenance equipment, over five million for supplies and equipment, almost three million for construction other than buildings and sixteen million for buildings.

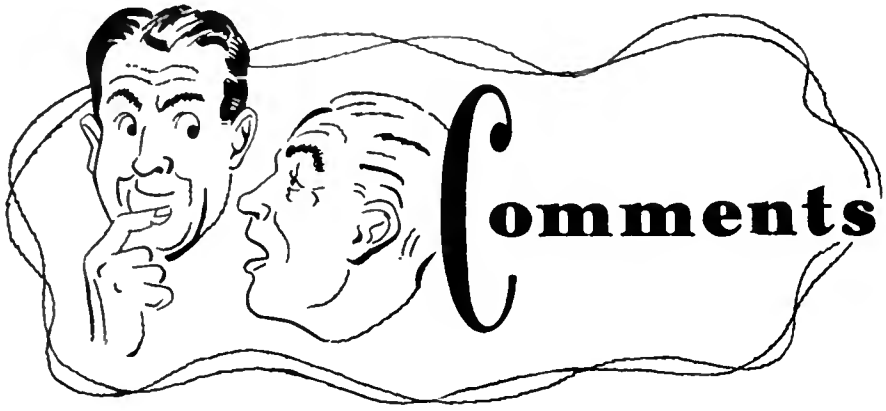
• THE MAYBANK-SPENCE DEFENSE HOUSING and Community Facilities and Service Bill, introduced into Congress in January, is "to assist the provision of housing and community facilities and services in connection with the national defense."

The bill declares it to be a matter of Congressional policy "that where military personnel or civilian workers required for the carrying out of national defense activities being, or to be, undertaken in any area or localities, or other additions to the local labor force are required for such purpose, housing and community facilities and service for such persons and their families represent essential defense needs, and that the defense and security of the nation, therefore, require that housing and community facilities and services needed to support national defense activities shall be provided in sufficient time to avoid delaying or impeding such activities."

The bill provides that "wherever practicable, existing private and public community facilities shall be utilized or such facilities shall be extended, enlarged, or equipped in lieu of constructing new facilities" and that such "community facilities and services shall be maintained and operated by officers and employees of the United States only if, and to the extent that, appropriate local public and private agencies are, in the opinion of the administrator, unable or unwilling to maintain or operate such community facilities and services adequately with their own personnel and with grants or payments authorized to be made" by this bill. Hearings are now being held on the bill.

• MINIMUM WAGE STANDARDS for seventy-five thousand workers in New York State's amusement and recreation industry have been ordered by the State Labor Department. The directive goes into effect on April 22, when the State Minimum Wage Law will cover eight industries and 1,100,000 workers in low-paid fields.

For the entire industry, a minimum of seventy-five cents per hour has been established, although the order permits exceptions to this rate. Employees directly affected include bat boys, movie cashiers, caddies, pin boys; motion picture cleaners, porters, matrons, ticket takers, doormen and ushers; ball chasers, scoreboard boys and messengers in professional sports activities; beach chair, umbrella and locker room attendants at beaches and pools and ushers at commercial sports exhibitions.



"Whither 'Western' Square Dance?"

Sirs:

I feel that this article is biased and unfair in its criticism of so-called "western" dancing. In the first place, it tries to make a comparison between the East and the West, which cannot be done justly. The heavily-populated areas of the East, with so many who are new to this country, offer a different picture from the West, which principally is settled by children of the early pioneers. We do not have the large halls and outdoor courts to accommodate classes and, therefore, limit our participants to smaller accommodations. Small groups of fifty couples here are as suitable as the large groups of thousands in the East. They definitely make for more sociability and a "know-your-neighbor" feeling.

. . . The club idea is no more urban than the Grange, country sewing circle and many other rural organizations which bring together people who have common interests. Here it assures the committee that enough money will be in the "pot" to meet the expenses of the year, since no clubs are subsidized by outside agencies. They are run by committees which still adhere to the democratic way of living, and the caller and teacher answer to the wishes of the committee.

There are probably places in this country where some callers and teachers like to be considered first in everything. That is only natural. Every organization has its show-offs, and it seems to be a trait about which little can be done. They do not alarm me because society takes care of them.

. . . I wonder how much "western" dancing the writer of the article has done or with what western groups he has worked? It is true with most people that they do not like what they cannot do. Square dancing receives its greatest criticism from those whose "feet are set in concrete." I have noticed, and particularly is this true of the men, that once people start, they become its greatest addicts.

Why is there so much criticism of the swing, the whirl, the twirl and other movements which may bring genuine joy to the ones doing them? As long as the pattern of the dance is not hindered, why compare those who get fun from swinging twice to those who are capable of swinging only once? Nothing was said about the poor dud who slows down the entire dance because of his slow coordination. He is just as much of a menace to square dancing as those who overdo it.

. . . Why, too, should the costume come under such careful scrutiny? If one feels his best in a fancy shirt or the women feel prettied up in their long dresses, why should anyone care as long as they personally get joy from wearing them? A good dancer never allows the costume to hinder his performance. If the lovely long dresses of the ladies hinder some other dancers on the twirls, probably you've oversold your house and you should get larger quarters or not allow so many present. I have never known dress to keep anyone from dancing if he really wants to dance.

No one section should say that what is done in its area should be done throughout the country. When we make everyone . . . , in general, do the same thing in the same way at the same time, we are going to kill square dancing. Why cut everyone in the country out of the same cookie cutter?

If one could see or participate in one of our "western" dances, with the bright-colored shirts, the beautiful long, flowing dresses, the intricate steps and patterns performed with ease and grace, he would come again and again, as many do.

E. S. HENDERSON,
Park Board Supervisor
of Recreation, Spokane

(Article appeared in RECREATION, *November 1950.)*

A Plea

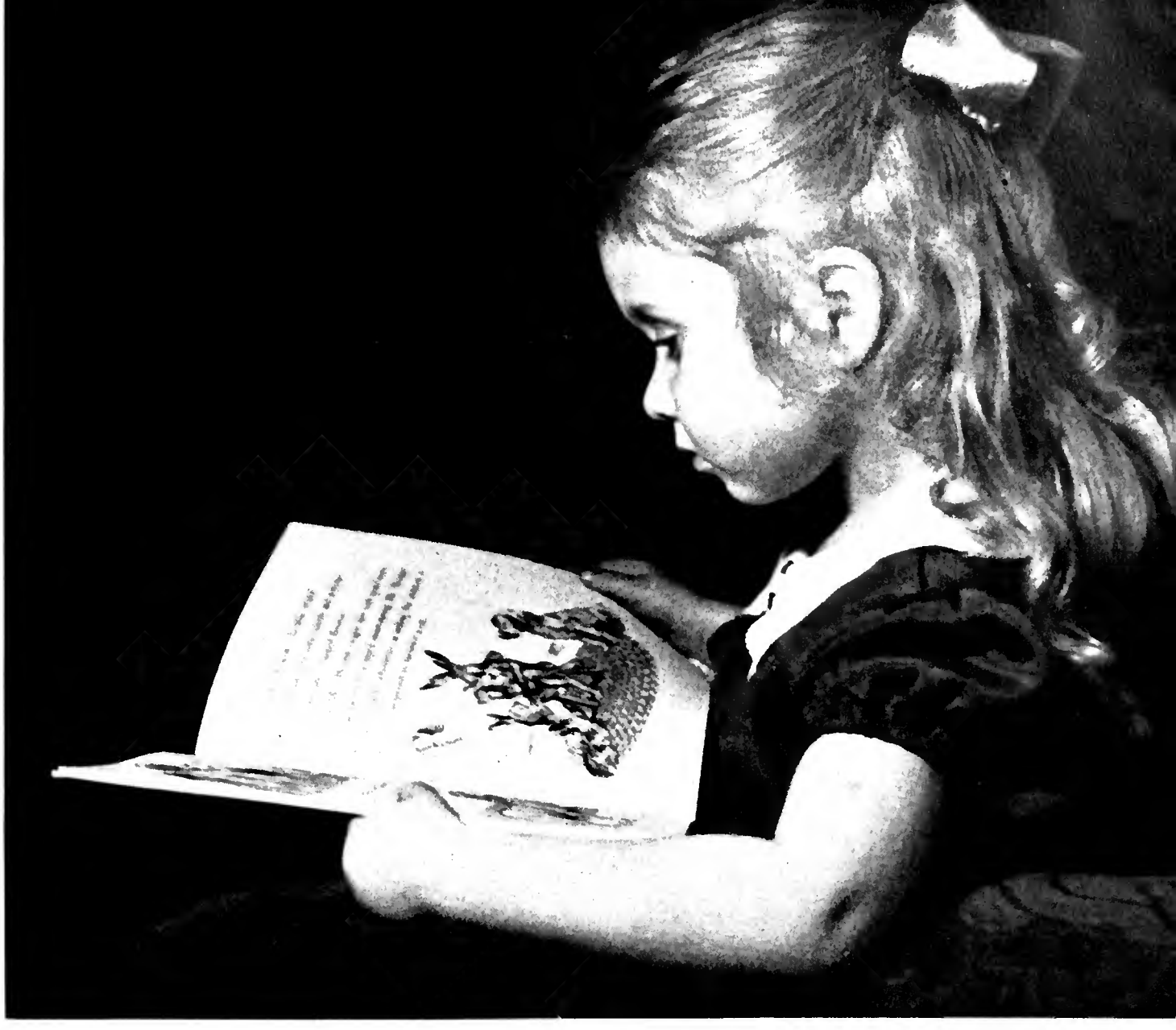
Sirs:

If, when walking down John Street South in Hamilton, Ontario, Canada, you chanced to glance through a large picture window in a rather old building, you would be rewarded with a very lovely interior picture. Facing the south wall sits a white-haired gentleman of some seventy or more years, strumming on a piano (also of ancient vintage . . . and behind him sit, at small tables, about twenty ladies and gentlemen about his own age. Some are intently playing cards; some, checkers; and some are just chatting. They may have felt their seventy and eighty odd years when they entered, but now their years appear to have dropped away and they are young again.

Later in the afternoon, a couple of Junior Leaguers serve their guests with tea and cookies. Between four and five, you will meet these ladies and gentlemen walking down in pairs and groups, faces bright, talking and laughing. Before this "Senior Club" was organized, their afternoons were mostly spent in small, back rooms, looking at four dingy walls, feeling unloved and unwanted.

More of these centers are needed for pensioners to make their last days happy and to give a lift to their morale. Youth is so well looked after these days that the aged are sometimes forgotten and neglected now that their incomes are depleted.

"HAMILTONIAN,"
Hamilton,
Ontario, Canada



I AM A CHILD

I am a child.
All the world waits for my coming.
All the earth watches with interest to see what I shall become.
Civilization hangs in the balance.
For what I am, the world of tomorrow will be.
I am the child.
I have come into your world about which I know nothing.
Why I came I know not;
How I came I know not.
I am curious: I am interested.
I am the child.
You hold in your hand my destiny.
You determine largely whether I shall succeed or fail.
Give me, I pray you, things that make for happiness.
Train me, I beg you, that I may be a blessing to the world.

Percy R. Hayward

Reprinted through courtesy of *Children's Religion* and the author.

First Impressions

Would a first visit to your playgrounds bring forth a report like this?

EVERYONE was most friendly and cooperative during my unexpected visit to Memphis, Tennessee. Upon arrival I was introduced to most of the supervisors who, like everyone else, were most interested in our coming congress and in the person who is to take Miss Preece's place. Mrs. Essie Hopping, the supervisor of arts and crafts, was delegated to show me the playgrounds.

One of my earliest impressions was how attractive everybody looked in his or her starched white uniform. Later I noticed how these uniforms "stood out" on any playground, making it possible at a glance to locate the person or persons in charge. All playground workers wear them. All workers are under civil service regulations for the first time.

The second impression was the prestige carried by the official markings on the vehicles, which designated them as belonging to the City Park Commission, Memphis, Tennessee.

Other outstanding features on the playgrounds were the great number and the attractiveness of the swimming and wading pools and the eye-catching bulletin boards which were, for the most part, done in red, white and blue and not only advertised the program, but appealed for a safe holiday. Most of the playgrounds were decked out in festive-colored pennants.

One more unusual feature was the designation of each playground. The name is attractively and conspicuously posted and carries under it some saying such as "Acres of happiness for health and pleasure."

Holiday celebrations were being held at nearly every place I visited. On one playground, the children had brought box lunches; a civic organization had donated a large barrel of lemonade; and everyone was enjoying a holiday picnic. Prior to lunch, there had been a doll show, and the winners were proudly wearing the badges (mostly crepe paper) which were their prizes.

CRAFTS PROJECTS—All playgrounds, I was told, were engaged in a crafts project which was proving to be most popular. They were making "fruit banks." Each child would bring a piece of fruit—an apple, orange, pear and so forth—to be covered with papier-mache. When this had hardened, it would be cut in half with a razor blade, the fruit removed, the two papier-mache sides pasted or taped together, the whole painted to resemble the real fruit and, last but not least, a slot cut out so that money could be dropped into the bank.

Mrs. Hopping said that they did a great deal with wallpaper. Sheets from the books of samples were used to make book covers, boxes and other common articles. Much of the woodwork from the workshop classes was "prettied" by pasting a floral design from the wallpaper onto the shelf, box or book end and shellacking over it.

Another project which had caught on was the making of bags, pocketbooks and other articles from some ready-to-be-discarded monk's cloth stage curtains, which had been washed and dyed in the costume department and given to the children for handcraft projects. Because these were so heavy and coarse, they enjoyed working with them, using large darning needles and brightly-colored yarn for embroidery.

At the one playground where they were picnicking, they had happened upon another use for waste materials. Coke bottle tops were being covered with cloth and sewn together to make hot placemats. The sticks from popsicles were saved, washed and used for the rungs in ladder tournaments. They were uniform in size and large enough to bear printed names.

REGISTRATION—There seem to be two schools of thought on this subject. One is that registration is a great responsibility and must, of necessity, be accomplished on the first day. This procedure, unfortunately, is often followed by playground leaders. Result—the first day is a great disappointment to many children, who come expecting something to happen and are left solely

On July 3, 1950, Miss Mildred Scanlon, one of the new staff members of the NRA, was sent to Memphis for one day, as part of her "orientation." Her visit resulted in this unedited report.

to their own devices, except for registering.

On other playgrounds, the object of the first day is not to register children but to help them to have such a good time that they go away with a fond spot in their hearts for both the leaders and the playground, and a burning desire for the next day to dawn so that they may return. In these cases, the registration activity is incidental. Usually it is accomplished by a junior leader —or the slips are sent home with the youngsters and almost always, so they tell me, returned the next day.

Here, in Memphis, they use the less formal method. They keep a guest book and everyone registers in it once during the summer, usually near the beginning of the season and under the direction of a junior leader.

The playgrounds are open from nine to six, but are closed on Saturdays and Sundays. The staff holds its meeting on Saturday morning. Previously, these meetings were held Monday morning, but that meant that the playgrounds had to be closed or unsupervised during that time and quite often the staff could not reach their playgrounds on time for the afternoon activities. A study of Saturday's attendance over a period of years showed that this was the slowest playground day.

Is It Open?—Another point which interests me is how people can tell whether or not the playground is actually open. Mothers have no desire to leave children on unsupervised areas. How can they tell, at a glance, that someone is in attendance? Here, in Memphis, every playground has a flagpole. Each day opens with a flag-raising ceremony. When the playground is closed, the flag is lowered. In this way, the observer can tell by the flagpole whether or not the playground is officially open.

General Observations—In their preseason training course, each staff member is presented with a handbook. For this he pays a two dollar deposit. At the end of the season, when it is returned, he collects his money. It was interesting to note how many nature activities were included in program. The playgrounds are so situated that a great many of them offer excellent opportunities for nature study in adjoining wooded areas.

Another playground was found to be having a "party," sponsored by one of the men's clubs. Two of their representatives were watching the festivities. Among the participants, one figure was most outstanding. It was covered from head to foot in white cloth. A paper bag over its head was decorated to resemble some grotesque creature. It rode a broomstick and had a large sign hanging upon it telling the onlookers that here was a *Spook!* (You certainly couldn't miss it.) The Spook circulated throughout the party all day,

Proud winners of a pet show on the Memphis playgrounds. Dog sits on "Glass Gobbler," which gobbles all the glass that the children can find.

Storytelling time on the Glenview Playground, Memphis, Tennessee. All leaders wear attractive, crisp white uniforms with shoulder identification which children can see at a glance.

handing out little notes so intricately folded that suspense ran high before you finally came to the message, written in poetry—and obviously by a child—admonishing the reader to strive to observe a safe holiday or be forever haunted by the Spook.

Other activities included a treasure hunt and a balloon-swatting contest, in which two teams, the red and the blue, tied appropriately-colored balloons around their waists. Each member was given a roll of white paper, tied together for additional firmness, and, at a given signal, tried to break his opponent's balloon.

Somewhere in the tour I observed a bright yellow nail keg, placed near one of the bulletin boards. This, I was told, was a "Glass Gobbler." The children deposit in the "Gobbler" all the glass they find on the playground. (Safety signs everywhere forbade bottles on the playground.) As usual, the most popular games were "Spud," box hockey and paddle tennis.

An activity creating much enthusiasm on one particular playground involved crawling around, "driving" and playing fireman on the full-sized, outmoded fire engine parked on the grounds. This playground also has small concrete steps which lead to nowhere. The children love to walk up and down and sit there to talk.

In one place, the leader had faced a situation in which quite a group of young men, who were monopolizing the bandstand, were suspected of spending their days in an exchange of worthless or smutty "stories." The leader moved tables and equipment for quiet games onto the bandstand, and now, whenever she approaches the group, she is rewarded—not as before with a sudden and complete halt in their conversation—but with interested and friendly remarks about the progress of the games.

I'm afraid that to do justice to the Memphis playgrounds, it would be necessary for me to write a book. I'm very happy that I had an opportunity to visit this fine system, as it will help me in my evaluation of smaller playgrounds and programs.

Anne Chilton

AN IMAGINATIVE PLAY

I who'd have thought it?

"Froggy in the middle and he can't get out,
Take a little stick and stir him all about."

Remember that old childhood game? There are times when even professional recreation people need to be "stirred all about." Out of that feeling grew the "Who'd Have Thought It?" project on the Lynchburg, Virginia, playgrounds this past summer.

Possibly most of us have wondered, from time to time, if our efforts in public recreation do tend to stifle initiative. Therefore, our "Who'd Have Thought It?" project was planned as an attempt to help the directors, and the people with whom they work, to realize what they can accomplish by their own efforts; and assistance from the department, financial and otherwise, was held to an absolute minimum.

In June, a series of staff meetings was held to plan the summer recreation program. At one of these, the project was outlined and discussed. We urged the directors to make this a community project, to talk over plans with the playground children and their parents and to interest as many community people as possible in the execution of their ideas. We were delighted with their enthusiastic response. It was announced that this would be a summer contest, with awards to the winners presented late in August.

The rules were simple and few, as we felt that a long list of dogmatic stipulations would hamper the very traits we wanted to fan into a blaze of fun.

Rules

1. Participants to undertake a project which will show concrete results.
2. Must be something new to your playground.
3. Work on project must be carried out on playground. (Except some small part to be especially cut.)
4. Each director may spend three dollars from the department upon the project.

Judging Criteria

1. Project showing most imagination or originality.
2. Project that will be most enjoyed.
3. Project that, in its making, would have been the most beneficial to those working upon it.

The *Lynchburg News* and *Daily Advance* gave the program excellent publicity. During the summer a number of news articles on "Who'd Have Thought It?" appeared and, as the summer ended, seven of the thirteen projects were pictured in the papers.

In the past, whenever a city-wide contest among the playgrounds had been held, we had asked local people to act as judges, and they always have been most gracious in cooperating. We felt, though, that it would be stimulating to the playground directors to have the projects judged by people vitally interested in public recreation, and we were lucky in securing the following judges: Miss Nan Crow, Superintendent of Recreation, Charlottesville, Virginia; Miss Virginia Mills, Administrative Assistant, Recreation Department, Charlottesville, Virginia; Mr. V. C. Smoral, Superintendent of Recreation, Danville, Virginia; Miss Dorothy Killian, Superintendent of Special Activities, Danville, Virginia; Mr. Coolie Verner, Associate in Community Service, University of Virginia Extension Service.

On judging day, August twenty-eighth, Floyd K. McKenna, superintendent of the recreation department, Myrtle Patterson, his assistant, and I toured the city with the judges, stopping at each playground to view the special contest entry.

A plaque, which is to be a three-year trophy, was awarded to the winner of first place. White Rock Playground, with "Bowling on the Green," took top honors. Yoder Playground won second place. Its members had constructed and painted a handcrafts and games table, cleverly built around a gnarled, old tree. The older boys and men also had made benches to go with the table. Fisher Center won third place with a renovation job on an unused room in the community house.

Our hope that "Who'd Have Thought It?" would encourage initiative and produce variety was pleasantly gratified. A bird sanctuary had been developed on one ground where a number of birdhouses, several feeders and a birdbath had been constructed. Another had miniature golf as a project, and yet another had made cunning stuffed animals for the little folk. A replica of their historic community house and play equipment had engrossed the Point of Honor Playground people. Handmade sandpile toys and wagons made up the project of one group; while tables, instruments for a rhythm band, the construction of a number of novel games for a center game room, doll furniture and sock dolls were other entries. A stone fireplace, where wiener roasts will often be enjoyed, was the project which occupied varied age groups from Guggenheimer-Milliken Center.

"Who'd Have Thought It?" was the little stick that had stirred our staff all about, but we like to think that they found it a pleasant wand and not a bludgeon.

MRS. CHILTON *has been the arts director of the Lynchburg, Va., Recreation Department for the past four years.*

Catherine Sublett

GROUND PROJECT... and ITS RESULTS

Bowling green at White Rock Playground, Lynchburg, Virginia.

2 bowling on the green

When we started our summer round-up program, our main purpose was to make our White Rock Playground the gathering place for the entire neighborhood, to bring out parents for recreation with their children. This seemed difficult, but help came in the form of our "Who'd Have Thought It?" project, which mended all our problems. Yes, who'd have thought that we would have a bowling alley on White Rock Playground—bowling on the green? It required much work and lots of material.

Boys and girls brought dads and mothers and even neighbors along. Enthusiasm ran high. We really had the alley finished long before we got started. Our imaginations were carried away, and with our parents acting as carpenters, this is how it was done:

We visited the Red Crown Bowling Alley to get correct measurements and, to our surprise, the manager gave us a set of used balls, pins and a bowling chart to follow. This really put the spirit into things, for we were planning to make the pins from old cracked baseball bats. But having the real McCoy spurred us all on to other details. We made our alley forty feet instead of sixty feet, because the grass slows up the ball and, also, to give the little fellow a chance to bowl.

One of the dads, being a draftsman, drew our plans. You can see from the diagram that he did a good job. The lumber? Well, we had only three dollars for our project, so paying for it was out of the question. We called one of the neighborhood lumber companies and talked with one of the executives. We told him of our plans and that we would appreciate having any used lumber or scraps he could spare. He said, "If it's for children, nothing is too good for them. Come down and we'll fix you up." We took three of our older boys with us and, loaded down with lumber, made four or five trips to and from the playground.

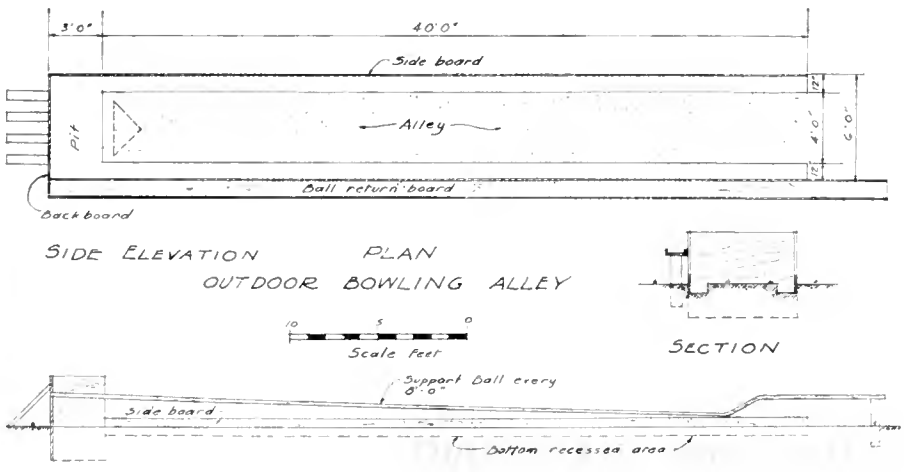
The fathers marked off the alley one night; the children dug and carried away the dirt and turf the next day, so everything went along very smoothly. After dinner, with their regular day's work done, ten of the fathers and neighbors gathered at the playground and, by the light of their cars, worked on the alley. In six nights it was completed. The children painted all of the new lumber before using it, with the flat paint obtained in the neighborhood. Our three dollars purchased dark green and white paint for the finishing touches.

The turf where the ball hit that first lick was taking a beating, so one of the parents had the bright idea that a rubber mat would protect it. A furniture store donated this and shavings were put into the pit.

We must have had favorable publicity because out-of-towners have come over to inspect our work and have gone away satisfied. We are happy to say, when they ask how much we charge to bowl, "Why, nothing! Everything's free on our playground. Come and join the fun!"

Another thing for which we are thankful is that the children who were problems and who had little interest in the usual playground activities are now participating in our bowling. Taking turns at being pin boys has taught them fair play.

Maybe we are a bit smug. We think that we are justified in our pride, though, when we see groups of parents, who never before participated at White Rock Playground, merrily bowling on the green.



Miss Sublett *is director of White Rock Playground, Lynchburg, Va.*

WADING POOLS..

AT THE 1950 fall meeting of the Illinois Recreation Association, one of the workshop sessions was devoted to a discussion of wading pools. The group went on record as opposing the installation of wading pools and recommended, instead, the construction of spray slabs or pools. Reasons presented for favoring the spray slab were: elimination of the danger of drowning and of cuts from broken glass, better sanitation, lower construction cost and ease of maintenance and supervision. Opposition to wading pools on the part of the State Health Department was another factor. As one member of the group stated: "We look upon the wading pool versus the spray slab somewhat as we compare a lighted baseball field to a lighted softball field; it is better to have ten of the latter than one of the former."

The wading pool has long been considered an important and exceedingly popular feature of the children's playground. A total of 1,861 wading pools was reported by 547 cities in the RECREATION *Year Book* for 1948. The action taken by the Illinois group in opposing the installation of new wading pools presents a challenge to all who believe that this facility deserves a high place among the city's recreation resources. It raises many questions that deserve an answer. When cities are planning new neighborhood recreation areas, should they include a wading pool, as so many have done in the past, or should a spray slab be substituted?

As a means of securing an expression of opinion on this subject, a letter was addressed to twenty-one recreation executives who have had experience in the operation of wading pools. The selection was made somewhat at random from cities in different parts of the country and of varying population that had reported several wading pools in the RECREATION *Year Book* for 1946. The executives were asked to report how they had solved their wading pool problems—if they had done so—and to comment upon such questions as the following:

1. How popular with children is the playground wading pool?
2. How valuable is play in the wading pool?
3. Have you found that the wading pool presents hazards that make it a considerable source of danger?
4. Is it practicable to keep the water in a sanitary condition?
5. What steps do you take to assure this?
6. Has any case of infection been traced to a wading pool in your city?
7. To what extent do you consider the spray basin a satisfactory substitute for the wading pool?
8. Have your state or local health authorities imposed unreasonable wading pool regulations?
9. Does the volume of use justify the expense of operating a pool?

Replies received from fourteen of the workers who were questioned are quoted below; no word was received from seven of the executives. Of the group replying, four are definitely in favor of the spray pool or slab; seven support the wading pool wholeheartedly; the three others have much to say in favor of the wading pool, but also recognize certain advantages in the spray pool.

What has been your experience in the operation of wading and spray pools? What are your answers to the questions raised in this symposium? Your comments will be welcome and will contribute to a solution of this problem.

The statements that follow should be read with interest by every park and recreation authority. By no means do they afford the final answer to the wading pool question, but they do make it clear that the opinion of the Illinois group is far from unanimous. *Additional comments and reports of experience will be welcome.*

Walter Roy, Director of Recreation, Chicago Park District—Realizing the pressure exerted by state health departments for compliance with their laws pertaining to sanitation of swimming and wading pools, we are fully aware that we are facing a problem. Again, whether all of their laws are based upon valid assumption we think is questionable. For instance, in Chicago, we now have one-half of the city furnished with filtered water; and steps are under way to complete the filtration of water in the other half.

MR. BUTLER *is head of the Research Department, NRA.*

George D. Butler

. . . AN ASSET OR A LIABILITY?

Chicago's old fill and draw pool is emptied every night, swept and sun-bathed before it is filled again.

Our State Health Department recommends spray pools in preference to wading pools and, in the near future, we anticipate that we will have to do something about this. We have done some experimenting with spray pools, but not too much to our satisfaction. Water from underground in Chicago is quite cold, and the resulting shock, as well as the running on slippery floor surfaces, causes us much concern.

At the present time, we operate the old fill and draw wading pool, with water running continuously through overflows. The pool is emptied every night, swept and sun-bathed before refilling. This is expensive, but necessary to maintain sanitary conditions. If spray pools could be developed to our satisfaction, I think we would prefer them to the costly operation of wading pools, although we won't admit, from our own experience, that the youngsters prefer the spray pool.

To the best of our knowledge, including that of our health department, no infection has been traced to a wading pool in our city. Our present wading pools are one of the heaviest used facilities and prove an excellent offering to this age group. We, as others, are anxious to secure valid data in regard to the future of the wading pools or the substitution of spray pools.

* * *

Roy A. Clifford, Director, Joint Recreation Board, Cleveland Heights, Ohio—In answer to your questions:

1. The wading pool is extremely popular.
2. It seems to afford a type of play and enthusiasm that is effervescent, spontaneous and informal.
3. It does not present more hazards than most playground equipment, if well organized.
4. We have no difficulty keeping the water sanitary.
5. We have a rigid inspection plan that is closely adhered to by our city health department and I believe that this is all that is necessary to maintain an adequately-sanitary condition.
6. No cases of infection have resulted.
7. In extremely hot weather, the spray pool perhaps is more desirable but, over the entire summer, I would prefer the wading pool.
8. Necessary regulations have been imposed, but not unreasonable ones.
9. In Cleveland Heights, it is one of our most attractive and popular facilities.

Regarding any future situation where a community is to decide between wading pools or spray slabs, I would imagine that the cost would have to be taken into account because of our present world situation. In warmer climates, perhaps the spray slab would suffice; but in climates such as the Great Lakes area, the wading pool is well worth the difference in cost.

* * *

James H. Dillon, Director of Recreation, Hartford, Connecticut—Hartford was one of the first cities to establish a wading pool in 1899 and it was very popular for many years. Sanitation was never considered in those days. In 1927 we constructed a more modern wading pool; and two of the housing projects have pools.

In 1946 we constructed a spray pool, with a concrete base about fifty feet in diameter, and the success of this facility from every standpoint has completely changed our future planning program to include spray pools. We concur with the reasons given at the fall meeting of the Illinois Recreation Association favoring their use.

Lawrence P. Moser, Executive Director, Kalamazoo, Michigan—We feel that the wading pool is an asset to any ground. It requires as much supervision to handle sprays as the old-fashioned pool. In the cities which I have checked, the sprays are used only part of the time.

We have had very little difficulty with broken glass, experiencing it upon only one ground during the past five or six years. We wash our pools with potassium permanganate every week, and more often if needed.

Children formerly waded at Memorial Field, East Orange, New Jersey, now enjoy a spray. Other cities have made this change.

Spray slabs must be washed if they become slippery.

There is more danger of injury in the sprays because the youngsters continually run through them. Many skinned legs and knees have been noted. The spray blinds those running towards it.

We have had no difficulty with sanitation. An overflow allows running water at all times and the water is never stagnant. The health department checks each pool weekly, and we have never yet had any instance where infection has been traced to any one of them. Sprays, however, can be a good substitute where it is impractical to build a pool.

We have found that wherever we have a pool, attendance is greater than in a spray area. The ground averages one to two degrees cooler because of the evaporation of continually running cool water. There has been no difficulty with state authorities.

* * *

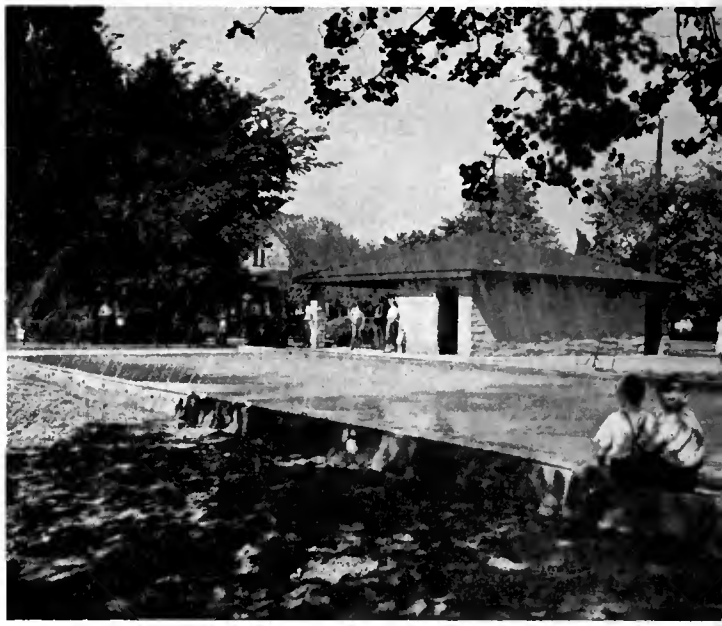
George Hjelte, General Manager, Department of Recreation and Parks, Los Angeles—In evaluating the wading pool as playground equipment, it is necessary first to distinguish it from the shallow wading pool. A wading pool which is so shallow as to permit only wading and no swimming always has been a popular installation on public playgrounds, and most popular in the places which enjoy very warm, if not hot, weather in the summertime. With heavy use, however, it is difficult to maintain sanitary water conditions. To do so requires a very frequent change of water or the installation of filtration and chlorinating equipment. This makes the wading pool expensive in relation to its benefits.

The spray pool is more economically operated. It accomplishes some of the purposes of the shallow wading pool but not all, its principal value being to provide a convenient and pleasant way of cooling off in hot weather. The wading pool has the additional advantage of developing an acquaintance with, and confidence in, water—which is basic to later development of swimming skill and confidence. Practically, it would appear that a wading pool should be installed if it can be afforded but, if not, a spray pool might be a necessary compromise.

We have found that the wading pool, if properly constructed and supervised in its use, is not an extraordinary source of danger and accidents. The water can be kept in sanitary condition by the manual application of Clorox or a similar compound; but if use is very heavy, filtration equipment is desirable. We have not installed filtration equipment in any of our wading pools as yet. The summer temperature in Los Angeles, however, is not as high as that in many other places where, no doubt, the use of wading pools is relatively much greater. The authorities who administer public health programs are becoming more and more critical of wading pool operation.

* * *

W. A. Moore, Superintendent of Recreation, Louisville, Kentucky—I was greatly surprised to read about the action taken by the Illinois Recreation Association. Louisville operates eighteen wading pools in its public parks and playgrounds and finds their popularity, in relationship to use, to be far greater than that of any other facility offered. Our pools are open from nine a.m. to six p.m. daily, are drained each night and thoroughly



This spray pool and shelter in Evansville was constructed by a civic group last year, then turned over to the park department.

scrubbed before filling the next morning. They are hand chlorinated and, to our knowledge, no great amount of infection has ever been traced to their use. Our experience has shown the spray slab to be an unsatisfactory substitute for wading pools. We plan to build twelve small swimming pools and nineteen more wading pools out of bond issue money recently authorized, when the national situation permits it. We firmly believe in the use of wading pools.

* * *

D. B. Dyer, Director of Recreation, Milwaukee—We have wading pools on some of our larger playgrounds. They are quite popular with the smaller children, particularly on very hot days. However, we have found them to be somewhat expensive and some source of danger and trouble. During the summer playground season, when the pools are in use, we have had to employ someone full time to be in charge of each. Children will misbehave and, without supervision, injury may result. On

occasion, sticks, cans and bottles have been tossed into the pools. They are drained every evening, and we have had no case of infection traced to them. However, we do have trouble with stones, sticks and so forth in the drains because of the mischievous acts of youngsters. Sometimes it is quite expensive to repair the resulting damages.

In Milwaukee, we do not believe that it would be possible to replace our wading pools with spray basins. Our water is taken from the lake and, after running a short time, becomes very cold. Neither the state nor city health authorities have imposed any unreasonable regulations upon our wading pools.

In summary—we have not recommended the installation of wading pools upon any of our new playgrounds.

* * *

K. B. Raymond, Director of Recreation, Minneapolis, Minnesota—We feel that spray slabs are a substitute for wading pools, but that wading pools are much to be preferred. Here, where we have fourteen bathing beaches located on natural lakes, we feel that it is important that children should become familiar with water at an early age. In fact, in cooperation with the Red Cross, we conduct wading pool classes for children seven years old and younger, at which they are taught how to hold their heads under water, simple water games and the elementary "dog paddle." These classes are very popular and parents are one hundred per cent in favor of them.

In answer to your specific questions, the wading pools are among the most popular of our summer facilities, and are in constant use on every warm summer day. We have them on twenty playgrounds at present, and they are included in plans for future play areas. We also find that the wading pools attract both the younger children and the parents, and are a good means of familiarizing them with the other activities on the playgrounds.

We have not found them a source of hazard, except that care must be taken to see that they do not contain broken glass. Furthermore, the answer to this question also depends upon the type of construction of the pool. It should not have too steep a pitch. All of our pools are of the overflow construction variety, with a constant circulation of water. At least once each week, the pools are drained completely and left dry for a period of twenty-four hours in order that there shall not be an accumulation of algae.

There is no definite evidence that any case of infection could be traced to the use of a wading pool. During the polio epidemic here, a few years ago, parents were requested to keep children from bathing beaches, wading pools and playgrounds, but this precaution was taken only to prevent the congregation of large groups of children in order to allay any chance of contagion through personal contact.

In our estimation, a spray basin is better than nothing, but we do not consider it a satisfactory substitute for the pool. Health authorities have not imposed unreasonable regulations of any kind.

* * *

B. A. Solbraa, Director of Recreation, Racine, Wisconsin—Playground showers have taken the place of wading pools in our playground program. Four years ago the local board of health condemned our wading pools because it was impossible to keep them clean. Children with dirty feet and bodies would run through the pool, and many of the smaller children would use the foot-deep water as a swimming pool. The overhead showers are now turned on during the warm hours of the day, with the drains open at all times. All playgrounds are equipped with water hose and shower heads mounted upon six-foot poles, and those playgrounds without spray slabs permit the water to run onto the ground. Drainage is not a particular problem.

A circular, modern pool in New York City, where the city park commission supports wading pools on many playgrounds.

* * *

S. G. Witter, Recreation Superintendent, Spokane, Washington—I fully realize the problems involved in maintaining a sanitary wading pool. We find it necessary to change the water on an average of about once per day, notwithstanding the fact that it is chlorinated to the extent of from three-tenths to five-tenths parts per million. This chlorinating is done manually, as we find it too costly to provide automatic dispensers for this purpose. We likewise find it too costly to install filtration plants at these small pools, unless they are located adjacent to a swimming pool. It involves not only the cost of equipment required, but the cost of housing for the equipment.

Our wading pools are extensively used and very popular, and thus far we have received a clean bill of health from the public health department. The sanitation and safety of a wading pool require constant and careful supervision, especially during peak load periods. We also find it desirable to fence the pools so as to keep out dogs and eliminate the likelihood of traffic through

them by older children and even adults in swim suits.

We have never used the splash pools here. The main objection offered by one of our leading children's physicians was that the cold water was not conducive to their health and well-being. These splash pools would require special heating devices that would make them less desirable, from our point of view, because of the cost.

If we were to discontinue our wading pools, I know that such discontinuance would bring a storm of protest from the communities in which they are located.

* * *

Richard Rodda, Superintendent of Recreation, Teaneck, New Jersey—In Teaneck, wading pools would definitely be considered an asset to the facilities offered for the children. It is true that construction costs may be considered high, but hardly prohibitive. The first wading pools constructed locally were put in some sixteen to eighteen years ago, at a cost approximating one thousand dollars each. Three more were added to the local

An example of a modern-type pool in Loring Park, Minneapolis. Here, pools are popular and in constant use in summer.

parks two years ago, at a cost of twenty-six hundred dollars each. The depth of the pools varies from four to fourteen inches. Collectively, during the summer, they attract more children to our parks *with their parents* than any other single piece of apparatus or planned program. Their presence triples, at least, the potential of public relations between the recreation department and the taxpayers.

Operation costs include the salaries of men who serve partly as guards and whose primary responsibility is the wading pool. They are expected to scrub the pool daily, see that it is filled and that a constant flow of water enters it. The average daily amount of water used at each of the six pools is approximately fifty thousand gallons and the cost is not prohibitive.

From twenty to forty children can be accommodated comfortably at any time. With sandboxes and small children's apparatus nearby, there is a constant flow of children between the apparatus and the pool.

Some potential hazards are created with the construction of a wading pool, but these hazards will remain "potential" as long as proper supervision is provided.

For all practical intents and purposes, the water in any wading pool can be kept in sanitary condition. This is done by insuring a clean pool daily and its use only by those ready to use it from a cleanliness standpoint. Our state and local health authorities, by their regulations, have helped us to maintain maximum use of our pools. A spray basin would be a satisfactory substitute, but the emphasis would have to be upon the word "substitute."

To date, our wading pools have offered no pertinent problems and, rather, have added much to the appreciation value of our parks and playgrounds. It is readily understandable why wading pools may be considered the "icing upon the cake" where playground construction and development are concerned.

If five requisites for good playgrounds were required, Teaneck would list them in the following order: space, leadership, shade, small children's apparatus and wading pool. Teaneck has been proud of its pools.

* * *

Bert E. Swenson, Dean of Recreation, Stockton, California—The Stockton Recreation Department operates eight wading pools, all but one of which have come to the city as gifts and memorials. Our pools are oval in shape, three to eight inches deep and, for the most part, are located in one-block-square parks in neighborhoods where many children abound. California's Central Valley has continuous sunshine throughout the summer months, and the pools are used from May through September. The hours are from one to five p.m., when the park caretaker is on duty. This man furnishes casual supervision, all that is needed, and he goes about his usual work with little or no interruption. The pools are filled in one hour from park wells, after the park watering has been done. They are drained at five p.m. and are exposed to eight hours of California sunshine. We have never had any infections or sanitary problems during twenty-five years of experience.

Some mothers come with their children and sit and visit on nearby benches and at picnic tables. These mothers help with the supervision and naturally take care of the entire group; thus the park wading pool becomes a social institution. All this is at no additional taxpayer expense, and it becomes a very popular form of summer recreation.

In summary, I would say that wading pools are inexpensive to acquire and to operate. They are very popular during summer vacation and fill a hot-weather need. I doubt that spray slabs can compete with the attributes of a wading pool, and would think that in shower slabs children would have a tendency to fight for position, that the older ones would push the younger ones out of the way, and thus require expensive full-time supervision.

(10 be continued, *May* RECREATION)

Lloyd A. Rochford

The Hobbymobile -

A RECREATION CENTER ON WHEELS

All get a chance to use the enlarger after they have learned the basic requirements for camera exposure and film developing in the Hobbymobile's photography classes.

NO DOUBT MANY cities have included in their playground equipment some type of mobile unit, such as a woodshop on wheels, a portable stage or a traveling crafts center; but recreation folk in Long Beach, California, are quite certain that their "Hobbymobile" is the first to carry a well-equipped photographic darkroom. With its use, classes in photography can be conducted at ten playgrounds on a schedule which permits the instructor to visit two areas a day. The hours are nine-thirty a.m. to twelve noon and one-thirty p.m. to five p.m.—sufficient time in which to present the subject in a really adequate manner.

The term "well-equipped" is not used loosely, for this is a darkroom which would induce the pride of any amateur photographer. A double sink with running water and ample worktable space at convenient height and extending on two sides, numerous electric outlets, lots of shelf space, a cabinet for storing chemicals, several drawers for storage of paper, cameras and other equipment, are some of its features. Of course there is an air conditioning unit, which is indispensable in a room which must be tightly closed during many of the operations. Glass and opaque panels are fitted into double sliding metal window frames, providing blackout or daylight conditions at will. Fluorescent tube lighting is available at the flip of a switch.

There are the usual trays in various sizes, graduates, funnels, thermometers, a safelight, and then—the pride of instructor and class members alike—a four-by-five condenser enlarger. Much of the equipment was donated by members of the Long Beach Photo Dealers and Finishers Association, who also have contributed all supplies and provided several small cameras which are loaned to boys and girls who do not own such equipment.

An eight-weeks' course of instruction culminates in area photo exhibits at which ribbons are awarded for first, second and third place selections. First-place winning pictures are entered in an all-city junior salon, in which the Long Beach Camera Guild cooperates and makes awards. The classes in photography have attracted other expressions of interest and cooperation. One instance is that of a weekly newspaper publisher who printed and distributed "Junior Press Photographer" cards to the members of a class held in the neighborhood served by his paper.

The Hobbymobile is designed as a multiple-use facility, so photography is not the only activity which it serves. For several weeks it carried a transportation exhibit. A women's civic group cooperated with the recreation commission in setting up a panoramic scene and, with the aid of models, showed the various means of travel by land, sea and air. This exhibit was scheduled, by request, at practically all school and municipal playgrounds in the city.

Large bulletin boards are located both inside and outside. The outside board is protected by a hinged cover which may be locked, to protect the material posted when the Hobbymobile is parked without supervision, or may be raised to provide an awning. Beneath the bulletin board there is a shelf for the carrying of books, comic papers and other material—a traveling playground library idea.

A loudspeaker system, with turntable for record programs, is another useful feature. A microphone is used when the Hobbymobile serves as a public address system in connection with events or for the announcer or speaking characters, singers and musicians in connection with community programs.

MR. ROCHFORD *is in the Research and Publications Division of the Long Beach Recreation Department, Calif.*

Swimmers receiving preliminary instructions in a beginners' Red Cross class in Miami Beach, Florida, listen attentively. Classes like this one are an important part of many summer programs.

STANDARDS FOR CHILDREN'S SUMMER PROGRAMS

A PRELIMINARY report under the above title was issued in the spring of 1950 by the Welfare Council and the Children's Welfare Federation of New York City. It was the result of a prolonged study of regulations and requirements which might be included in a code to be enforced by the city's department of health. The proposed standards are applicable to group programs for children over eight years of age and can be studied to advantage by all who have responsibility for the care and supervision of children's groups.

The standards which follow are presented as "a guide to agencies which are operating summer programs for children, whether known as summer day camps, play groups, play schools, play centers or by any other name which, for compensation or otherwise, receive for supervision and care six or more children who are enrolled for a period of one week or more for nine or more hours per week."

Physical Facilities

Location of Premises—Basement or cellar rooms, in which the floor is more than three feet below the surface of the ground surrounding the building on any one or more of four sides, are not usually suitable for use by child groups. However, if heating, lighting and ventilation are satisfactory, the rooms—where the equipment for heating and otherwise operating the building and the

main trap and clean-out plug of the building plumbing system are located—are sealed off from the rest of the basement and the walls and floors are not subject to dampness, then such rooms may be used.

Sanitary Conditions—All parts of the premises, and their furnishings and equipment and the materials used by the children, should be kept, at all times, in a safe and sanitary condition and free from flies, mosquitoes, rodents and other vermin. Rooms should not be swept, dusted or scrubbed while occupied by the children.

Lighting—Each room used by the children should be properly lighted, by means of windows or skylights provided with adjustable shades of sufficient size and number, to permit an adequate supply of natural light to be diffused to all parts of the room. Every room, passageway, stairway and hallway should be equipped with artificial means of illumination and should be adequately lighted when the natural light is inadequate.

The illumination in all rooms used by the children should not be less than ten-foot candles at activity level. Lights should be of such type that flickering or exposed filaments are eliminated.

Ventilation—Every room used for the program should have one or more windows opening upon a public thoroughfare, a yard or court which is not less than ten feet wide. The total window area should not be less than ten per cent of the floor area.

When mechanical ventilation is employed, the air flow should be at a rate of at least six hundred cubic feet per person per hour in all rooms and twelve hundred cubic feet per person per hour for play rooms where children are exercising. The inlets and the outlets should be so arranged as not to subject the occupants to drafts.

Use of Gas—The use of gas for lighting, heating or cooking should not be permitted in rooms used by the children, except where used under direct supervision for teaching purposes.

Indoor Space—In rooms which are used for the program on a continuing basis, a minimum of thirty square feet of floor space and two hundred fifty cubic feet of air space should be provided for each child.

Outdoor Play Space—A safe and sanitary outdoor play space should be provided with a minimum allowance of fifty square feet of area for each child playing there at any one time.

Outdoor locations which are used on a continuing basis for summer group programs for children should be provided with suitable shelter, in order to protect the children from inclement weather or from the sun, or else immediate means of transportation to such shelter always should be available. Such outdoor locations should have adequate, accessible drinking water and toilet facilities.

Waterfront—Care should be taken that, where swimming pools under private auspices are used, the standards relating to the operation of bathing establishments are met. In cases where public facilities are used and full responsibility is not assumed by the operator, supervision also should be provided by the agency, in conformity with accepted safety standards which have been established by the Red Cross and other agencies.

Sanitary Facilities

Drinking Water—Drinking water, conveniently located and supplied by sanitary means, should be easily accessible and individual drinking cups provided. If bubble fountains are provided, they should be of an approved type. Outdoor fountains should be provided with proper drainage or placed upon platforms. If water supply other than the public supply is used, it should be approved by the department of health.

Washing Facilities—Stationary wash basins, with running water, should be provided in the following ratio:

NUMBER OF CHILDREN	NUMBER OF STATIONARY WASH BASINS
Under 25	1
26 - 50	2
51 - 100	4
101 - 200	8
201 - 300	10

Toilet Facilities—Toilets should be separated by partitions at least four feet high and there should be separate facilities for boys and girls in the following ratio:

NUMBER OF CHILDREN	NUMBER OF CLOSETS
Under 15	1
16 - 35	2
36 - 55	3
56 - 80	4
81 - 110	5

An adequate supply of toilet paper, soap and towels, or sanitary dryer, should be available at all times and within reach of the children.

Food

The maintenance and conduct of the kitchen and dining room should meet regulations relating to the cleaning of cooking, eating and drinking utensils.

Diet—Nourishing food, allowing a standard dietary acceptable to the department of health and adapted to the different age groups, should be available at intervals not exceeding four hours. The nutrition bureau of the department of health provides a consultation service which is available to agencies.

Refrigeration of Perishable Foodstuffs—Where indoor facilities are used, perishable food or drink should be kept refrigerated in a properly-constructed refrigerator provided with a thermometer; safeguards against contamination and deterioration of food should be provided.

Garbage Receptacles—Garbage receptacles should be provided with covers and should be of adequate sizes. The contents should be removed from the premises daily

and the receptacles disinfected after each emptying.

Health and Medical Care

Every agency should have on call the services of a physician. The board, officers or other persons having charge, management or control of an agency should require of all who come in contact with the children a certificate from a physician that such a person is in good health prior to his employment, and biennially thereafter. Such certificate should be based upon medical examination and chest x-ray, with such laboratory tests as may be indicated, and should be kept on file in the agency.

Each child, when admitted to the program, should be given a complete physical examination by a physician or should present certification that such an examination recently has been made.

Staff should be aware of the symptoms of illness, overstimulation, excessive fatigue or heat exhaustion, and these should be reported immediately.

In cases of accident or serious illness which call for immediate medical care, the agency should be responsible for securing that care and notifying the parent or guardian of the child. Children with any communicable disease should not be admitted to the program.

The following sections of the sanitary code, in relation to the reporting and controlling of communicable diseases, have particular application to summer group programs for children.

(1) If any child in the program develops symptoms of illness, he should be isolated from the other children until he can be seen by a physician or safely removed from the agency. If symptoms point to communicable disease, notice should be given to the Bureau of Preventable Disease by telephone and to the parent or guardian.

(2) Children, directors, teachers or other agency personnel with a communicable disease, or who have recently recovered from a communicable disease, or in whose family there is a communicable disease, should not be permitted to attend unless evidence appropriate to the particular case, as hereinafter specified, is presented.

Specific procedure to be followed in reporting certain forms of disease in accordance with New York regulations are indicated in the standards report.*

First Aid—A first-aid kit, which includes items recommended by the Red Cross for first-aid treatment, should be kept completely stocked for emergency treatment and readily available at all times. At least one staff member of those in charge of children should be qualified to administer first aid. A list of items recommended for first-aid kits and recommended standards of training in first aid may be secured from the American Red Cross.

Transportation—Where child groups are transported from one place to another by omnibus or motor vehicle, such vehicle should be adequate and suitable for this purpose. Every owner, lessee and/or operator should comply with the rules and regulations prescribed by the Public Service Commission of the State of New York and with all other laws relating to omnibuses and motor vehicles transporting children.

Children, while being transported by bus, train or any other public conveyance, should be under the supervision of at least two adults, in addition to the driver of the vehicle. Children ten years of age or under, while being transported by bus, train or any other public conveyance, should be under the supervision of at least two adults—when there is a maximum of *twenty-five* children —in addition to the driver of the vehicle.

Insurance — Adequate liability insurance should be carried.

Registration and Records

(1) A permanent register should be kept of the name, home address and birth date of each child admitted to the program: the names and home address of the parents or guardian; the place at which the parents can be reached in case of an emergency during the hours when the child is in the care of the agency; the date of admission: date of discharge with reason therefor.

(2) A daily record should be kept of children admitted and children in attendance.

**Mimeographed copies of this may be obtained from the Welfare Council of New York City, 44 East 23rd Street, New York 10, New York.*

Resident camping in nine cities

THE CAMP SERVICES of agencies using permanent campsites and providing overnight care in nine cities have been studied by the Community Chests and Councils of America, Incorporated, and the results are summarized in a bulletin entitled "Camping," issued in November 1950. A total of 126 camps was reported by the agencies in cities varying in size from Nashville, Tennessee, to Baltimore, Maryland.

The study revealed that resident camping is available to only a small percentage of the population in these cities; about three per cent of the five-to-twenty-year-old group went to camp in 1949. The average number of camper days amounted to eighty-eight per one thousand total population.

The study maintains that, in the "average" city, more boys than girls go to camp; sixty-three per cent of the total campers in eight of the cities were boys and young men. Practically all of the boys attending Boy Scout camps were twelve years of age and over, but camps operated by some of the other agencies reported more campers in the under-twelve group.

For eight of the cities reporting, thirty-nine per cent of the campers spent seven days or less in camp; few campers stayed fifteen days or more.

The number of camp beds, excluding those for staff members, ranged from twelve to 570, the median being ninety-three beds. Camp occupancy averaged eighty-three per cent for the eight cities. The study also covered such topics as the numbers and types of camp staff members.

knuckle down

Vincent DeP. Farrell

SPRING IS THE TIME when a young lad's fancy seriously turns to—marbles. With the play spirit in the air, a boy's wealth is measured by his bag of shiny glassies, Chinese and milk reals, steelees, aggees, boulders, croakers, immies and purees. To the constant concern of Mother, holes are worn through knee pants; and the dirt encrusted on knuckles and under fingernails never seems to rub off as youth pursues this ancient pastime.

Who, among us, will ever forget the fun we had playing marbles? Yet few know anything of the fascinating background of this activity, for its origin is lost in the mists of antiquity.

In the earthen monuments of the Moundbuilders, the mysterious race that peopled America long before the Indians, clay and flint pellets—beautifully decorated and carved — were found. The amazing Aztecs, we learn, played at marbles as did the American Indian, for the early settlers who came to this continent found them playing a version of the game the colonists had known in England. An American collector owns several English marbles, authenticated as a thousand years old.

A bag of marbles is the annual rent for property in London deeded to the Crown. This fee was set many years ago and the practice is still carried on in typical British tradition. Stone Age remains in Asia, Africa and Europe have yielded marbles rudely chipped from pebbles or roughly rolled of adobe and clay.

Moses, during his youthful days in Pharaoh's court, shot nibs with Egyptian youngsters, using a type of sun-baked mud pottery. The British Museum contains many such specimens discovered in the tomb of King Tut.

Historians would have us believe that it was not a stone but a marble that little David used when he whirled his sling and scored a bull's-eye on the huge Goliath.

Marbles were found in the ruins of Rome after Nero's torch lay the city in ashes. Records show that the Romans, sometimes at parties, made use of nuts for shooters.

Age-old China, that has given so much to the full and rich life, had a form of marbles that was played four thousand years before Christ's birth.

Marbles have captured the fancy of scriveners through the ages. Daniel Defoe, who penned *Robinson Crusoe* in 1720, wrote the following passage: "He was so dexterous an artist at shooting that little alabaster globe from between the end of his forefinger and knuckle of his thumb that he seldom missed hitting plumb, as the boys call it, the marble he aimed at, though at a distance of two or three yards."

Charles Dickens in his *Pickwick Papers* refers to the "familiar cry of 'knuckle down'," a shooting position known to all agateers. Too, Mark Twain's Huckleberry Finn was an ace at the art of miggles.

The clergy of England encouraged the pastime during Lent, when Good Friday was known as "Marbles Day." About 1805, J. B. Finley, a Methodist preacher, described an experience at Cave Ridge, Kentucky, where he saw at least five hundred people, in a religious demonstration, on the ground playing marbles.

It was while playing at marbles with his son that Vice President Andrew Johnson was informed that President Lincoln had been shot.

In current times, during our rehabilitation program in Fleet City, California, the navy made wide use of

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marbles as a health helper to our physically handicapped. Movement was restored to injured joints, fingers and toes while military mibsters had fun.

Shortly after Berlin had fallen to the Allies, several American G.I.'s were attracted to a group of ragged youngsters huddled in a pit in a badly-blasted area. Upon approaching, they discovered to their surprise that the lads were enjoying a marbles match.

The game has a vernacular all its own and you just have to know the language if you expect to pick up the marbles in the end.

Devotees of the glassy globes will overwhelm you with a chorus of everees, roundings, dakes, kicks, larrees and dropsees that will leave you bewildered and without "all your marbles" if you are not "hep" to the lingo.

"Everees" is the key word in knuckle nomenclature. If the shooter "calls" it, there is little he isn't permitted to do. He can "hist," shoot from an elevated position; "round," move his marble in the circle arc; "tee," place the shooter on a dirt mound. To shout "fen-everees" is the defensive hex supreme. The shooter must knuckle down on that call.

Other bits of terminology include: "larrees," last shot; "dakes," the stakes risked for keeps in the game; "kicks," kicking the opponent's marble after hitting it; "babying up," easy shot for position; "hardees," hard shooting; "fins," short for everees; "dropsees," assuring second shot if the first sticks in the box. As you can see, the basic language rule of the mibs world is to add "ees" to anything; the purpose is to express quickly and firmly exactly what the opponent is limited to do.

Although there are twenty-six variations of the game of marbles, about seventy-five per cent of the ten million boys and girls will play the type known as "ringers" because it is best suited for tournament competition. Here thirteen "roodles" or "ducks" are spread three inches apart on two eighteen-inch lines crossed in the center of a ring ten feet in diameter. All you mibsters know that the idea is to knock them out with your "bull's-eye."

The game Stone Age, Chaldean, Egyptian, French, Roman, English and Indian boys played centuries ago probably differs very little from the game that will be played in tournaments all over the world this spring.

The first national tournament was held in Jersey City, New Jersey, in 1922; now Wildwood and Ocean City, New Jersey, and Poconos, Pennsylvania, take turns playing host to national championships.

Recreation directors also give marbles a high priority on the "must" activities, for they claim that the game teaches sportsmanship, quick thinking, eagerness, finger dexterity, poise and democracy. That sounds like a lot to learn from propelling pieces of glass, but when you consider that George Washington, John Adams and Thomas Jefferson were top mibsters—along with thousands of our leading citizens who boast of their prowess with the little glass balls in their youth—there may be something in what the recreation leaders claim.

Berry Pink, the American marble king, points out that no lines are drawn around the marble ring because of color, creed, sex or financial standing. Anybody with a marble handy stands a chance.

So if you want to get a kick out of youth in action, stop at the marble ring this spring and watch young America knuckle down.

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*A Recreation Leader Rates High If He:**

1. Is always on the job according to his schedule.
2. Is seen about the playground stimulating play, observing conduct and acting in a timely manner when encouragement, admonition or firm action is indicated.
3. Is active in participating as a leader in the games and events.
4. Displays interest and enthusiasm in helping children and youth to derive the greatest value from the playground.
5. Is forward looking and imaginative in preparation of a program that encourages participation by children and youth.
6. Is faithful in carrying out schedules and programs as announced.
7. Exhibits a zeal for social service that encourages his desire to serve in neighborhoods where his service is needed most and not necessarily where it is most convenient and pleasant to serve.
8. Exhibits understanding of the community of which the playground is the center and joins with other agencies in improving the quality of community living.
9. Maintains an attitude of helpful and courteous service toward the public.
10. Uses fully and unselfishly any special talents he may have that can be used to enrich the program or increase the director's service.
11. Multiplies himself by recruiting, training and inspiring volunteer leaders.
12. Is attentive to the "housekeeping" needs and conditions of his playground and building.
13. Shows ingenuity in making the most out of limited resources.
14. Displays an interest in his professional advancement along with his colleagues and takes advantage of in-service training opportunities that are offered by the department and by other agencies.
15. Gives full time (forty hours) to his work and wholehearted interest that is unimpaired by extraordinary responsibilities elsewhere.
16. Adheres intelligently to department rules and regulations, follows instructions given in the bulletin and performs necessary clerical duties, such as filing reports and requisitions, promptly and completely.
17. Joins with other staff members in "team work" to render the playground service as effective as possible.

**From a summer program manual, published in 1950 by the Burbank Recrecreation Department, Burbank, Calif.*

Ellen Jean Dilger and Beatrice Spong

TAKE YOUR OLDSTERS OUT-OF-DOORS

HAVE YOU bogged down in your spring program for your older folks' club? Here's an account of a very special out-of-door program which we found to be a "highlight," one that became a springboard for other outdoor activities.

Because our "Three-Score Club" program was in its beginning stages, we searched for clues of common interest, as some of our members are sixty and some eighty-five! Also, having enjoyed a season of indoor activity, we felt that a change was necessary.

We, as leaders, are ardent campers. How could we transfer some of our enthusiasm to the club? How could we *safely* take the club out-of-doors? How could we instigate group participation in a new field? What about the terrain? What about health and safety measures? What kind of program would be most constructive and yet be real fun? These were only some of the questions we asked ourselves. The answers came with careful planning, research into the physical aspects of such a trip and a backlog of previous experience in camping with large groups.

Beginning with the deduction that everyone likes to eat, we approached the out-of-doors meeting by offering a day trip, with a noon cook-out. As it was something the club had not done as a group, the idea was received with great gusto, and the prospects of cooking outside caused a series of happy reminiscences which left us reassured that we could share with them our love for the out-of-doors. Plans then began to take shape.

First, what to cook? Being old hands at the game, we wondered what suggestions would come from the group. Because these members had heard of wiener roasts from their children and grandchildren, it was suggestion number one. Others suggested a picnic lunch with coffee, cooked at the site. One of the men, knowing of our frequent camping trips, asked us what we'd suggest. Immediately we thought of coffee can cookery. Of course, they had never heard of it, but were immensely curious as to how it was done.

If you've never eaten a meal cooked in a coffee can, you just haven't lived! It's the answer to any tired hunter whose day in the open has left him muscle weary and weak from lack of food. It provides a full meal; it's nourishing, quick, easy to do and, above all, really is *good*. How simple to ask everyone to come and bring only a pound coffee can complete with lid! No lugging of camp equipment, no tricky fire building with trenches or with reflectors. Just a plain old campfire, enlarged so that the coals would surround the coffee cans. This was a wonderful beginning.

The group decided upon various committees to do the job, while we stood ready to pinch-hit wherever we were needed. One committee bought the food (Food Committee); another was called the "Hostess Committee" and its job was clearly defined so that there would be no overlapping with the "Clean-Up Committee." The men became "Firebuilders," and a last group took over planning for, and the name of, "Transportation."

The date was set by group approval; the place—a state park twelve miles away, with adequate water facilities. The wheels began to turn. We helped with the buying of food, since quantity buying was new to this particular committee. After checking the personal tastes of the group, we decided that our meal was to be a pork chop, cabbage, potatoes, celery, carrots and onions cooked in the coffee can. For dessert, we would have apple slices

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with toasted marshmallows in between (these are called "Apple Some Mores" and the name appealed to the group), and coffee, hot rolls and butter. Later they were to learn that this choice of food left them very little dishwashing, since the coffee cans are rarely ever used a second time and the dessert is strictly finger food. We used paper cups for coffee and wooden forks and spoons for table service, so that the only dishwashing involved the utensils used in food preparation.

Thirty members turned out for the event, in low-heeled shoes, housedresses or slacks, jackets, sun glasses and equipped with coffee cans. The Transportation Committee had nine cars ready and waiting, and our happy safari began at ten o'clock on a pleasant sunny day, with just enough air stirring to satisfy everybody.

Upon arrival at Audubon Park in Henderson, Kentucky, we carried our supplies to the lovely stone shelter house where many long oak picnic tables were placed around two huge open fireplaces. The Hostess Committee took over and one table was converted to use for food preparation—peeling, washing vegetables, slicing and chopping. Another was used for supplies, and two were used as a dining area. The Firebuilders began at once to gather wood for both fireplaces. Since the shelter house was on the lake, there was a brisk breeze blowing and many of the members thought that an open fire would be dangerous for there are sections of wooded areas nearby. We wanted them to be happy in this experience and agreed to their choice of the shelter house fireplaces. The fires were started at once and fed with dry oak until there was a bed of coals in each. This took at least an hour, for it was eleven-thirty by then.

Meanwhile, the hostesses had called for volunteers to help with the vegetables, and around that table the ladies soon were busily working and anticipating this new method of cooking. Two of them arranged the tables in the dining area with colorful paper napkins, paper tablecloths, wooden service and paper coffee cups. When the hostesses were ready, everyone queued up with his coffee can and lid, and began by marking the lid with his name, using wax crayon. Then the line moved down and the cans were filled, each person taking as much or as little of any one vegetable as he wished. Typically though, the given recipe was followed. First one-third of the can was filled with chopped cabbage, then the pork chop added, then diced celery, sliced potatoes, sliced carrots, sliced onions, salt, pepper, one tablespoon bacon drippings, two to three tablespoons water. The cans were covered tightly and placed directly into the bed of coals. We had several pairs of furnace gloves for this, and long sticks (greenwood) to level the cans. (Also a first-aid kit—just in case anyone burned a finger.) One-half hour is the required cooking time, and that half-hour flew! Such speculations! "Would the cans explode?" They never have! "Won't the food be burned?" The cabbage, being a watery vegetable, furnishes moisture enough to create steam but, to be doubly sure, we added water. "Will the meat be done?" Yes, steam cooking requires less time than other types of cooking. "I can't smell anything. Is it cooking?" Just place your stick upon the lid of the can and feel the vibrations of the cooking in it.

Finally the time came to take out the first can. The lid was carefully removed, and the delicious odor wafting upward was promptly absorbed by thirty long "sniffs." It looked good: it smelled good; and the meat was as tender as a mother's love. The cans had to cool for a few minutes before they could be handled, so the coffee pot was removed from the fire and the coffee poured by the hostesses. The rolls were kept in two bun warmers near the fireplace and could be served in them.

We looked at the clock, twelve-fifteen. Just the right time for a noon meal. Then we looked around at our "new-found campers"; there was every evidence of the happiness for which we'd hoped!

The Clean-Up Committee did a marvelous job. Since we had purchased a whole loin of pork, several cuts were left; these were sold to a member who had a portable ice box in her car. Two potatoes were used as a prize in a game, as well as a small amount of chopped cabbage tied neatly in a waxed paper. The park furnished a wire basket for the used coffee cans, and napkins, cups, spoons and forks were burned in the fireplace.

In case you'd like to try this, here is our shopping list for thirty persons:

- 4 packs paper cups (32)
- 3 packs wooden spoons (36)
- 3 packs wooden forks (36)
- 4 packs tea rolls (48)
- 1 pound coffee
- 2 small cans milk
- Roll of waxed paper
- 2 sticks butter (cut into slices)
- Salt and pepper, furnished by one member
- 3 large heads cabbage
- 2 large stalks celery
- 3 large bunches carrots
- 1 loin of pork, cut into medium chops
- 10 pounds of potatoes
- 2 pounds onions
- 1 pound sugar
- Napkins, free from a local bakery
- Bacon drippings furnished by a member

The utensils we took along were:

- 4 large open pans
- 2 bun warmers
- Coffee pot
- 2 butcher knives
- 8 paring knives (some members brought own)
- Newspapers, for work tables

The club is still alive to the idea of doing something more out-of-doors. Our next plan is to make our own tin can stoves as a crafts project and use them for an outdoor breakfast. We already can hear the squeals of delight from the club members and, in our most nostalgic moments, we can smell the bacon sizzling on top of those number ten tin cans. To cover the expenses of refreshments, the club has a free will offering plan. For the first outing, we had discussed the cost of the meal and members wanted to pro-rate the amount. To their amazement, the whole meal cost only thirty-seven cents for each, plus twelve cents admission to the park. We all felt that it was a profitable investment.

Our recreation superintendent is most enthusiastic over our Three-Score Club program and points with some degree of pride to the initial year's offering and its promising future.

DON'T GIVE UP--ADAPT!

When the facility for the game just doesn't seem to work well, don't give up! Adapt it! Make a *new* game with rules, name, diagrams and everything! That's what the recreation department of Jacksonville, Florida, does. The following are good examples of what to do on a court without baskets—when the youngsters want to play basketball—or can't get a volleyball over that high net.

Court Ball

This game was evolved in response to a need for a game for youngsters, eight to eleven years of age, on an area without basketball baskets.

Court: Sixty feet by thirty feet, marked as in diagram. *Type of Ball:* A basketball is preferred, but a volleyball, soccer ball, game ball, bean bag or wadded bathing suit may be used. With the last two, dribbling or bouncing is eliminated.

Teams: Six players—three guards, two forwards, one goalee—who must confine their play to their own area.

Object of Game: To develop some of the fundamental skills of basketball by passing, catching and playing until the ball is caught by the goalee in the end circle. Defense consists of preventing opponents from scoring.

Rules of Play: The game consists of four five-minute quarters, with a two-minute intermission between quarters and five minutes between halves.

Play is started by the referee who throws the ball to a guard in the center circle, alternating sides at the start of each quarter. The guard must pass the ball before leaving the circle. The ball is then advanced as in basketball.

Fouls: These consist of rough body contact, such as charging, pushing, tripping, hacking, shoving, touching the ball in the possession of an opponent, stepping on or over a court line when in possession of the ball and causing the ball to go out of bounds. Penalty for these is the awarding of the ball to the offended team beyond the sideline, at the point nearest to the infraction. Exception: When a guard invades the goalee's circle to prevent a score, the penalty shall be the award of one point to the side so offended.

Scoring: Each ball caught by a goalee counts one point for his team. If a game ends in a tie, any number of one-minute overtime periods shall be played until the tie is broken. As a mass game, played without timing, the winning team is that which is the first to score fifteen points.

Bound Ball

Court: Size of the court should be sixty feet by thirty feet, with a net in the center, three and one-half feet high at ends, with the rope drawn tight. This also may be played without a net, using a neutral zone of six feet in the middle of the court. Serves or returns hitting in this zone, or player stepping into this zone to play the ball, will result in the alternation of server as "side out" is called. *Type of Ball:* A playground volleyball.

Teams: A team is composed of six players. No substitute can take the place of a player until a whistle has blown declaring the ball dead. Such player shall report at once to referee. No change shall be made in the positions of players when a substitution is made. A player taken out of the game may not re-enter same game, but may play in any subsequent game of same match. When ball is served, each player shall be in her own area. After ball is served, each player may cover any section of her own court, provided that she does not crowd or interfere with other players.

Referee: The referee shall impose all rules and penalties.

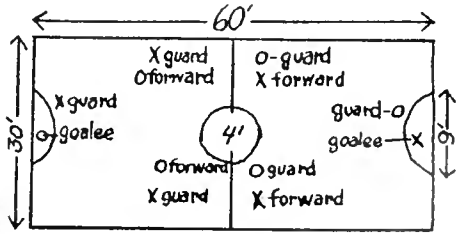
Rules of Play:

1. The order in which teams are to serve shall be called serving order.
2. The shifting of players in position shall be called "rotation."
3. A service is the putting of the ball into play by the player in the right back position. The ball is batted over the net after a bounce into the opponent's court in any direction. The ball must be batted with one hand, either open or closed, and with both feet behind the right back line.
4. "Point" shall be called when team receiving fails to return the ball.
5. When team serving fails to win its point or plays ball illegally, it shall be called "side out."
6. A player touching the ball or touched by ball when it's in play shall be considered as playing ball.
7. When ball touches any surface outside of court, it is out of bounds. Ball touching boundary line is a good ball.
8. When ball pauses for a moment in hands or arms of a player, and is not batted, it shall be considered the same as catching or holding the ball.
9. Ball shall not be played until it has bounced once in opponent's court.
10. A player shall not strike the ball twice in succession.
11. Each server shall continue to serve until referee calls "side out," at which time service shall alternate.
12. Members of the team receiving ball for service shall immediately rotate one position clockwise.

Rules of Service: 1. When a served ball touches the net, passes under the net or touches any player, surface or object before entering opponent's court, server is allowed one more serve. 2. Team losing the previous game shall have the first service. 3. Teams shall change courts at the end of each game.

Ball in Play: 1. A ball, other than a service, touching the top of net and going over into the opponent's court is still in play. 2. A ball, other than a service, may be recovered from net, provided that the player avoids touching net. 3. Ball may be touched only three times by one team before being returned over the net.

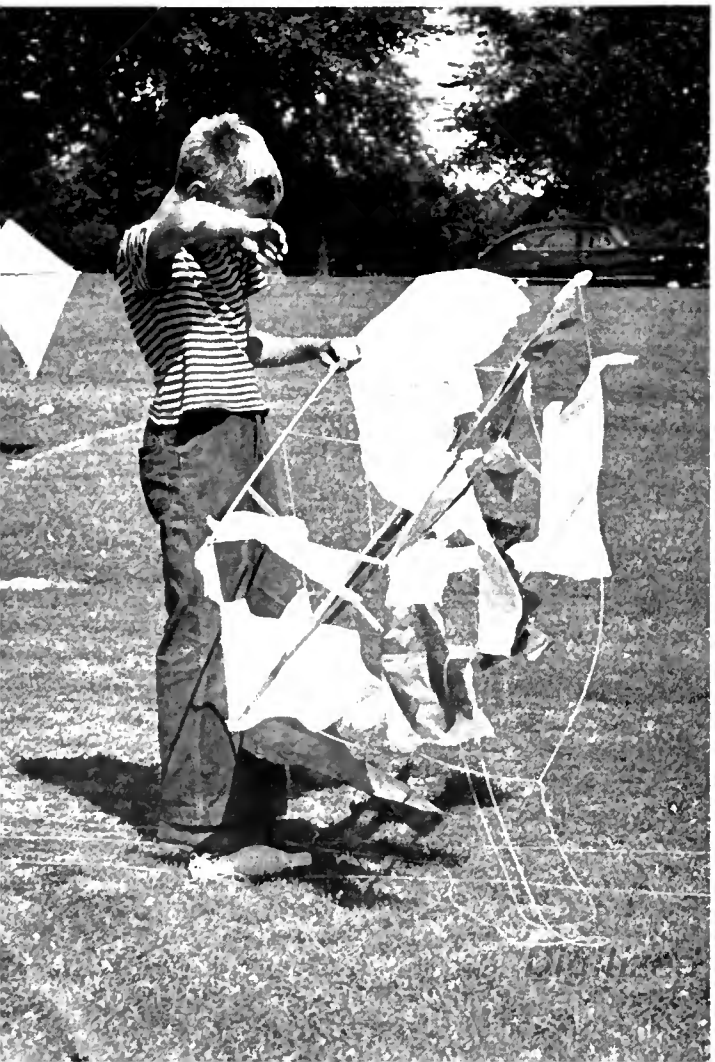
Scoring: 1. Failure of the receiving team to return ball legally over the net shall score one point for the team serving. 2. A game is won when either team scores a two-point lead with at least fifteen or more points.



Open-air checker games attract oldsters to many parks. These earnest players are oblivious to New York City's passing throngs.

Swinging high "twixt earth and sky" still appeals to the younger set who, like this pleased young miss, throng to the land of the slide, swing and seesaw.

When America moves to the



A kite tournament brings grief to a young Clevelander. Leaders, take heed! This shows the strong influence recreation activities may have on emotions.

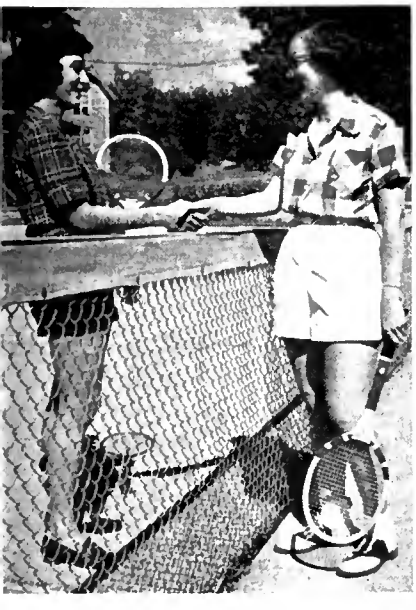
Arts and crafts projects abound; they appeal to all ages. Usually, such activities are part of daily playground program, as in Charlottesville, W. Va.

pecial days like Hopalong Cassidy and Grandma Moses Day in helby, North Carolina, turn playgrounds into make-believe lands.

playgrounds

. . . Anyone in the family, from Lil' Abner to his Grandpa, is apt to be caught up in the wide range of gay "goings-on." These pages present a few of the many colorful activities.

Baseball, loved by all boys, caught in action in Jacksonville, Florida. Recreation leaders heatedly debate the wisdom of midget league play.



Tennis is most popular with young adults like these smiling, Waukesha, Wis., girls.

Pageants are part of every playground season. Here clowns are ready for a Brooklyn festival.

Music is needed at all festivals and large affairs. Schools cooperate in Miami Beach, Florida.

FILMS teach playground leaders about people

Rex M. Johnson

What should playground leaders know about the people who use the playgrounds? How can playground leaders help aggressive children? How can playground leaders help backward children? Can playground leaders plan programs which will serve needs for recognition, new experience and so on? Do the preconceived ideas or prejudices of playground leaders create problems for the children? These are just a few of the many similar questions discussed, in the spring of 1950, at the film-stimulated in-service training program for the permanent staff of the Division of Playgrounds and Recreation, Rochester, New York.

For the last four years, the Division of Playgrounds and Recreation, in cooperation with the Council of Social Agencies, has carried on in-service training programs for the purpose of helping staff members to acquire skills which will make them more proficient in the management of various playground programs. These skills have included group games, of both high and low organization, storytelling, folk dancing, handcrafts and so on. Prior to this spring, though, very little effort had been made to help playground leaders understand what these programs mean to those who participate. However, a developing interest to know more about handling difficult behavior problems resulted in requests to have in-service instruction in the general field of human relations and, in particular, on such questions as why some children refuse to participate in games and what can be done with anti-social children. In short, the staff wanted to know more about group interaction, the emotional needs of children and causes of delinquency.

To set up a program of instruction for playground leaders in their field is not easy, since the ideas and concepts necessary for even a general understanding are not easily grasped in the short time generally allotted to in-service training programs. It was decided, therefore, to use audio-visual aids and set up a complete instructional program in which major reliance would be placed upon films as the basis for discussions.[1] Following through with this idea, a program of seven films was planned by the writer with the help of Norman B. Moore, head of the Reynolds Audio-Visual Division of the Rochester Public Library.[2]

The general purpose of this training program was to give the permanent staff members, in six consecutive discussions, as much information as possible about people—dealing with such matters as emotional security, anxiety, aggression, desire for recognition and response, competition and conflict, and other information which might give insight into individual needs and group interaction. It was hoped, also, that by increasing the playground leaders' insight into the behavior of children and others, these leaders might be better able to work with groups, with other staff members and, also know more about making referrals to other community agencies of behavior problems which they could not handle.

After careful appraisal, seven films were chosen: Films are not available in this field which deal directly with playground situations. Excellent ones can be secured, however, which, in conjunction with discussions, will help in giving greater insight into human development, the role of the playground leader in the lives of the children and the need for cooperation among all community agencies in handling related problems of recreation programs.

The films selected were sorted into three groups. In group one were placed *The Emotional Needs in Childhood* and *Life With Junior*, films emphasizing that the basic emotional needs of children are those of affection, security and independence. The discussion brought out that playground leaders who are aware of these needs are better able to plan programs and to deal with children on the playgrounds. The films also showed that many children do not accept adult standards of behavior willingly—hence the need for an abundance of patience on the part of those who work with children and young people. Some of the questions prompted by the films in this group were as follows:

1. Are playground leaders important in the lives of children? Why?
2. Do relationships on playgrounds affect the behavior of children elsewhere? Why?
3. What is meant when it is said that "bad" behavior is symptomatic?

Group two was made up of two well-known films: *The Feeling of Hostility* and *Over-Dependency*. They pointed

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[1] *See, Johnson, Rex M., Films Teach People About People,* Educational Screen, *October 1949, about a training program for day camp counsellors.*

[2] *See, Johnson, Rex M., and Moore, Norman B., A Report on the Reynolds Audio-Visual Division of the Rochester Public Library,* Journal of Adult Education, *January 1950, about the work done by this division for the social agencies of Rochester.*

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out the necessity of understanding the relationships of children with parents, playmates and others if their behavior is to be understood. These films also made clear that "bad" behavior is symptomatic and that it takes time, patience and skill to determine causes—in short, behavior may not be what it seems. The films in group two, as well as the discussions, brought out some of the consequences of child fears, anxieties, desire for recognition and response, need for new experience, the problems of competition and conflict.

It was hoped that such information would not only make the staff members aware of the needs of others, but also of their own. It was pointed out in the discussions that playground leaders who are not, to some degree, aware of their own emotional needs frequently create problems as they work with children and others on the playgrounds. The three questions which follow indicate the type of information which these films brought out.

1. Is it necessary for people in a democracy to develop feelings of self-respect? Why?

2. Is it normal to have fears when facing new situations, i. e., learning new games, meeting new people, using new equipment and so on? Why?

3. Should boys be encouraged to play rough games? Why?

The films, *Problem Children, Children in Trouble* and *Make Way for Youth*, were used in group three. The first film pointed out that those who work with children should be just as much interested in helping children who are shy and backward and not immediate problems as those who are aggressive, belligerent and always problems. While the scenes shown in this film were those of a school and classroom, they could be duplicated over and over on any playground. The discussion brought out that playground leaders generally regard only those who are overly-aggressive as problems, while those who are timid and shy may, as a matter of fact, also need a great deal of help.

The films, *Children in Trouble* and *Make Way for Youth*, were spliced and run as one unit. The first film pointed out, in dramatic fashion, the need for close cooperation between all community agencies if children are to be kept out of trouble. The second showed how effective young people can be in planning programs for themselves, as well as can be the entire community. This film also suggested that young people constitute a resource for community planning which few community leaders—or playground leaders—use as much as they should. The following questions were discussed in connection with these films.

1. Can recreation programs solve delinquency problems? Why?

2. Should young people share in planning community programs? Why?

3. Can different social and cultural groups learn to work and play together? How?

In preparing to lead this instructional program, the writer studied all of the films carefully, saw them many times and took notes of their content. Afterwards, guides were prepared which included information on the content of the films as well as a brief introduction to the general problem under consideration. Before the films were used, the guides were read and briefly discussed with the staff. This was done so that staff members would have some idea of the significant points to be covered by the films, as well as a general frame of reference for interpreting that which they were about to see. In other words, a total showing consisted of (a) a brief introduction to the contents of the films and the general problems to be considered, (b) the showing of the films and (c) a discussion of the films and the materials presented in the guides. By following this procedure, it was possible to bring out the salient points of each film and to discuss their significance for playground leaders.

Films such as these offer an unusual opportunity for recreation supervisors to bring to the attention of playground leaders valuable information which heretofore has been accessible only in books—and difficult for the uninitiated to understand. Films make it possible to broaden the knowledge of playground leaders, introduce them to areas of thought which, in turn, may help in all areas of playground administration. Other values may accrue.

1. Playground leaders may learn clearly, interestingly and quickly information which is difficult to communicate by speech alone.

2. Planned film programs give a great deal of interrelated information which is not possible in single, unrelated film showings.

3. Planned film programs also provide a common background of information which can be shared by the entire staff. This is helpful to supervisors when discussing playground problems with leaders.

4. Planned film programs on human relations help playground leaders to understand that, while it is important to know how to plan "good" programs, it is equally important to know something about themselves and those whom they serve.

The staff members who shared in this project were very enthusiastic about films—not because they made hard problems easy, but because the obscure became more clear. It is hoped that this report may encourage others to try planned in-service film-stimulated training programs—that is, film programs with a purpose! And one purpose which is important for us all—on playgrounds and off—is that of gaining a better understanding of the people with whom we work and play.

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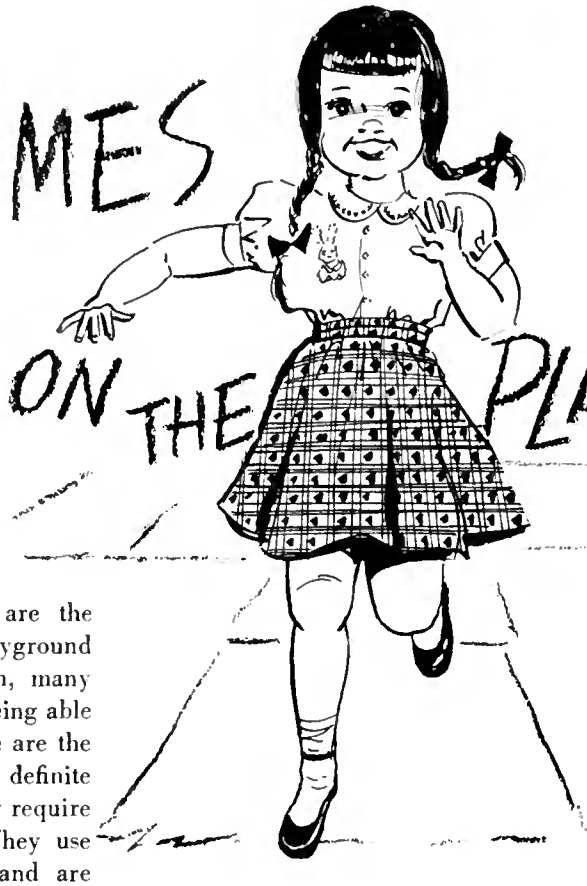
Helen M. Dauncey

GAMES ON THE PLAYGROUND



LOW ORGANIZATION games are the backbone of a good playground program. Surprisingly enough, many people use this term without being able to define what it means. These are the games which do not require a definite number of players, nor do they require any specific court or area. They use a minimum of equipment and are adaptable to a wide range of ages. Included in this category are circle and line games, area chasing and tag games, relays, quiet games, individual skill games and group contests.

Such games are valuable because they develop basic skills which are necessary to the successful playing of team games and of sports later on. They have tremendous appeal for boys and girls of the seven-to-twelve-year-old age group—who represent a large proportion of playground attendance. They are especially adaptable to the fluctuating attendance characteristic of playground youngsters.

It is a wise supervisor who sees that his leaders are given, in their training courses, good fundamental preparation for the leading of low organization games. The leader who knows dozens of games—from which he can choose the ones that are just right for the weather, the number of children who are ready to play or the area in which he has to work—is the one who will have a successful program and give the children a happy and interesting summer. Enthusiasm is contagious and stimulates a like response. Children love to play games if they are presented in an enthusiastic manner and if the games chosen are suitable for their age group, their skills and the number of players involved. Good leadership is important.

It is important that the play leader be familiar with the characteristic behavior of youngsters at certain age levels, so that he may know what to expect. We know that six and seven-year-olds are still pretty strong little individualists who have great energy and show bursts of activity. They are noisy, quarrelsome and not good losers; their span of interest is short. They thrive upon praise and approval and enjoy simple, uncomplicated games.

We know that the next two or three years will bring great differences. Their endurance will be greater, skills will be increased and there will be a definite drift from individual to cooperative games. Games with chasing, running, rivalry, dares and risks are the ones which they will like best. The girls like the same games, and do them as well, as the boys.

In the next two years we will see the sex and psychological differences between the boys and girls become more pronounced and considerable rivalry develop between the two sexes. In games where skill is emphasized rather than strength and endurance, the girls play as well as the boys.

Preparation

Know the game thoroughly. Have a clear understanding of its object, of the rules of play, the penalties, how to score and so on. This requires more than a casual reading of rules or instructions. Choose play space so that it does not interfere with other activities.

Be sure to have ready any play material which will be needed. If the game is a quiet one, be certain that the players are comfortably seated. If it requires a goal line, be sure this is marked or designated in order to save endless arguments about whether or not a player was "safe."

Motivation

Make it sound interesting and as if it were going to be fun for you as well as for them. Even the name of the game can create interest. Children like to play "Blondie and Dagwood" more than "Jacob and Rachel"—although it is the same game. The "F.B.I." or "Dick Tracy" game is more exciting than "Keen Eyes." Children love surprises and the introduction of a new

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Miss Helen Dauncey, of the training staff of the NRA, is the Katherine F. Barker Memorial Field Secretary on Recreation for Women and Girls.

twist to the familiar. You can really sell a game by your voice, your eyes and your general enthusiasm.

Organization

Don't be afraid to start with only a few players. Curiosity about what you are doing or playing will bring others to join the fun. It usually is better to get players into formation for the game before starting an explanation. This cuts down the time between explanation and action—which is very important.

Choose clever children to start a new game in order to give the slower ones a chance to catch on. Use different and novel methods of counting out, choosing sides or selecting captains.

Explanation

Stand where everyone can see and hear you; you often get better attention if the children sit down and you stand. Make the explanation as brief as possible and save words by demonstrating. Remember that interest is sustained by having action follow quickly after the explanation.

Name the game, tell what the object is—how you do it; give an opportunity for questions and then start! Use hand signals to get attention and keep the whistle for games where it is needed as *a part* of the game.

Participation

It may be necessary for the leader to participate in the game at the beginning, to get things started. If so, take an inconspicuous part and gradually step out. It is more important for you to watch the playing to see whether it is too slow and needs to be speeded up or whether it is too complicated and needs to be simplified. Also, it gives you an opportunity to encourage the shy players, praise good playing and see that one or two players are not dominating the game. In this way, you can make every child feel that he is part of the game and see that he has fun as well as exercise.

Learn to make quick decisions. Know the rules and enforce them. When it is possible, without spoiling the point of the game, use penalties instead of eliminating players. At the close of the game, all those with three or more points scored against them can pay a group forfeit.

Evaluation

Ask yourself, or your leaders, the following questions:

Did the children enjoy the game?

Was it a good choice for the number of players and the age group?

Did it awaken alertness by quickening the senses of hearing and seeing?

Did it develop reasoning and judgment?

Did it teach the basic skills of running, dodging, throwing, catching and so on?

Did every child have a chance to participate?

Did the children have a chance to make suggestions?

Did the playing of the game contribute to character building by teaching sportsmanship, courtesy and respect for the rights of others?

Did it have carry-over value? Was it a game that the children could play by themselves at home or in their backyards with their own friends? Was it a game that could be played for family fun around the supper table—a quiet game, stunt or trick?

Was the game changed at the peak of interest, or played too long so that the children began to drop out?

In presenting any game material on the playground, it is well to remember that you are leading children first and games second. It is what is happening to the child as he plays that should be of the greatest concern to the leader. Always be on the lookout for the shy, timid child who needs your encouragement to build up his confidence before he can take his place in the group.

The most important job of the leader is to help a child develop his ability to get along well with others and be accepted by them. His happiness depends upon this. The child who says he doesn't like to play games is usually the one who does poorly at it and is afraid of the criticism and censure of his playmates. Whatever the leader can do to give him practice and to encourage the slightest evidence of improvement may be very far-reaching in its results.

Games, of course, are but one part of a well-rounded playground program; however, in my observation of programs, there is too little offered between the games for little children and the team games for older boys and girls. When a man play leader says: "My boys don't want to play *anything* but baseball," it is usually because that is the game he knows best and, too often, he does not encourage them to try anything else.

The following are a few low-organization games which you may not have used:

Circle Games

SWAT. For fifteen to twenty players, ages nine to twelve.

Equipment. A folded newspaper, a box or number ten tin can in the center of the circle.

Formation. Players stand in a circle, one in the center is "It."

Action. "It" goes up to someone and swats him with the folded newspaper on the side of the thigh. He then turns, runs to the center of the circle and places the paper swatter upright in the box. The person who was hit follows him and the object of the game is for the second person to get the paper quickly and swat "It" before he reaches the vacant place in the circle. If he is successful, "It" has to be "It" again; if he fails, the second person is "It" the next time.

PASS IT. For same number of players as above, same age group.

Equipment. A folded newspaper, towel or swatter.

Formation. Players stand close together in a circle, with both hands in back of them. One player is "It" and stands in the center.

Action. The swatter is passed in back from person to person, either to the right or to the left. The object of the game is for "It" to guess correctly where the paper is. He does this by pointing to a player who must immediately show both hands in front of him. If the guess is correct, they change places, but if incorrect, the game continues. Add interest by having players reach out and hit "It" whenever his back is turned to the player holding the swatter.

Line Games

SLAP TAG. For fifteen to twenty-five players, ages nine to fourteen.

Formation. Two teams line up facing each other about fifteen or twenty feet apart.

Action. Players of Team A extend their hands in front with palms up. A player from Team B crosses over to Team A and goes down the line, touching each pair of hands. When this player decides which member of Team A he wishes to tag, he hits that person's hands not only on top, but on top *and* underneath. He immediately runs back to his own line, chased by the player whom he hit twice. If the player from Team B reaches his line without being tagged, he is safe. If he is tagged, he becomes a member of Team A. The chaser from Team A then taps the hands of Team B and the game continues. The team having the largest number of players at the end of the game wins.

F.B.I. Game. Use the same number of players as above, same age group.

Formation. Players stand in two lines facing each other.

Action. Each person observes closely what the one opposite is wearing. Team A is told to turn around and Team B is given a minute to make some change in costume—untie a shoe lacing, unbutton a button, turn a belt around and so forth. Team A then turns around and each person on the team, in turn, is given one guess as to what the change was. One point is scored for each correct guess. The second time the game is played, the opposite team does the changing.

Hunter, Gun and Rabbit. Same number of players as above. The fun in this game lies not so much in what the players do, as in how they look when they are doing it. Two teams try to out-guess each other in choosing the word which scores highest.

Scoring. The word "Hunter" scores over "Gun" (because the hunter can control the gun). "Gun" scores over "Rabbit" (because the gun can kill the rabbit). "Rabbit" scores over "Hunter" (because the rabbit can run fast and escape). If both teams assume the same pose, no score is made.

Positions. Hunter — arms folded upon chest. Gun—arms extended as though holding gun. Rabbit—hands placed upon head like ears of rabbit.

Action. To play the game, the two teams line up facing each other about ten or fifteen feet apart. The first person in each line is the captain and decides upon the word. He goes down his team telling each person what it is, then stays at the foot of the line. At the signal of the leader, each team takes the position of the word given by his captain, and the one with the higher word gets a point. Number two then becomes a captain and so on, so that each person has a chance to decide upon the word. Play for the first line to get eight points or other predetermined score. After players are familiar with the game, penalize the teams for any errors in pantomime. (If everyone is doing "Gun" except one careless player, who is doing "Rabbit," his team loses the point even though one word outrated the other.)

Running and Chasing Games

Squirrel in Trees. (A variation) Any number of players, ages seven to ten.

Formation. Players are scattered over the playing area in groups of three. Two of them join hands to make a tree and the third player is the squirrel inside of the tree. Two extra squirrels are in the center of the playing area.

Action. At the signal—either a whistle or a clap—all squirrels change trees and, while they are running, the extra squirrels try to get a tree. The two left out stand in the center the next time. Encourage players to *cross* the playing area, not to run to the nearest tree. Change trees and squirrels frequently so that all have a chance to run.

Ouch! For fifteen to thirty-five players, ten to fourteen years of age.

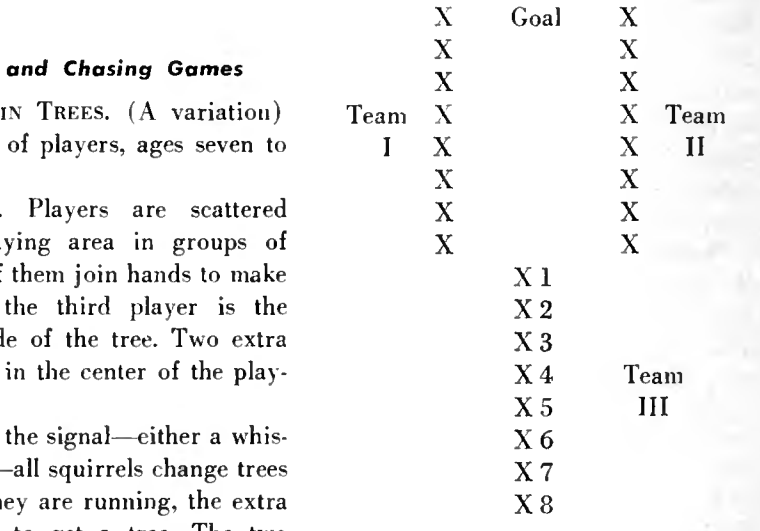
Formation. A long line of players with hands joined, ready to walk forward. An odd player is the catcher and stands facing the line, about ten feet away.

Action. The line starts walking forward; the catcher walks backward. As the line walks, the first person squeezes the hand of of the second player who passes the action down the line. When the last person gets the squeeze, he may call "Ouch!", whereupon they all turn and run for the goal line—pursued by the catcher. Anyone he succeeds in tagging becomes his helper and leaves the line. The last player who calls "Ouch!" may wait some time before calling, but may not say it before he gets the squeeze.

An Active Team Game

Evade Ball. Thirty to sixty players may participate. This game is especially good for older boys, but may be played with a mixed group of boys and girls twelve years of age and up. A volleyball is used.

Formation. Players are divided into three equal groups, or teams. Team I and II form the side lines facing each other about twenty-five feet apart. Team III is the *running team* and players are numbered consecutively.



Action. To begin the play, the ball is thrown to one of the side teams. Player one, on the running team, immediately starts running between the two teams, around the goal and back to the starting line. He scores one point if the run is successful and he has not been hit. If he is hit during the running, he steps out of the way and number two on his team starts to run. When the entire team has run, the score is added. Team III then replaces Team I; Team I goes over to replace Team II; Team II becomes the running team (clockwise progression).

Rules. No fielder may throw the ball from in front of his line.

No fielder may hold the ball more than three seconds.

No hits may be above the waist of the runner.

GERMAN LEADERS

Study Recreation in the United States

(Continued from RECREATION, March 1951.)

Donald B. Dyer, Director, Department of Municipal Recreation, Milwaukee Public Schools, Wisconsin.—We have had German visitors upon two occasions—one a professor from a Berlin teachers' college interested in physical education and recreation, and two male university students who do part-time recreation work in Germany. One was interested in YMCA work and the other in architecture. A member of our staff devoted practically all of her time to planning the program for these visitors.

They were shown all phases of the public recreation department program; time was spent in giving them the history and philosophy of the department; schedules were prepared for visits to private agencies; and they were taken on tours of some of our large industrial concerns. An effort was made to give them some of the cultural background of America through attendance of dramatic and musical productions, visits to art galleries, the museum, the library, the schools and so on. We tried to show them how the programs of public and private agencies, as well as their facilities, were coordinated.

Recreation authorities who are interested in the possibility of having one or more German leaders assigned to them in 1951 are advised to communicate with the German Leadership Project, Youth Division, National Social Welfare Assembly, 134 East 56th Street, New York 22, New York.

Our visitors were very appreciative of our efforts. We believe that they benefited from their visit to Milwaukee and that we have made a contribution to a worthy project. We are willing to cooperate with other such projects.

* * *

Henry D. Schubert, Superintendent of Recreation, Dearborn, Michigan.—Three German youth leaders visited Dearborn during the spring and summer of 1950. One came from Berlin, one from Bavaria and the third represented the Heidelberg district. Each worked with youth in his own territory but in a different manner. Although various experiences and backgrounds were represented, each was in search of more complete ways of helping his countrymen.

Actual American experiences and participation helped teach them our way of democracy in education, recreation, sports and leadership.

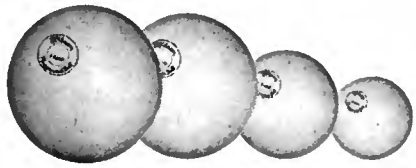
Our "tot lot" program appealed most to the visitor from the large city. Consideration of similar play lots was in his first recommendation upon returning home.

One German youth leader reached Dearborn in time to sit in on our summer program organization meeting. Here he observed our method of reaching decisions and attended all sessions of our leaders' workshop.

All three visitors had had camping experience, but the idea of municipal year-round camping was new to them. They had an opportunity to experience our democratic camping program for our city's children.

Dearborn, its people and our staff were left with a better understanding of the German people and their ways.

LOOK TO WILSON



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here come the PUPPETEERS!

Margaret D. Blickle

THE ART of puppetry, which grew from a religious background, found its way into theatres, into fairs, appeared and disappeared, lone-wolfed it through many countries, was condoned and condemned, now finds itself again in America as one of the most popular forms of amusement. At present it appears in theatres of its own, in private entertainment, in night clubs, vaudeville, churches, on television and on playgrounds. It runs the gamut from highly professional shows to the most amateur of performances; but no matter what kind of a puppet show is given, a crowd always gathers. Its appeal is universal as well as ageless. The tiny child looks with awe upon the figures taking life before his eyes, just as the oldster gazes with unfeigned interest and amusement at the puppet's antics. It is recreation both from an audience's and a puppeteer's point of view.

The Columbus, Ohio, Recreation Department has tried out the various potentialities of the puppets with a traveling show and found it a complete success. While no recreation program is carried out with amusement as its only aim, a puppet show can masquerade as such and still, in so doing, inspire many children in the audience to try a similar project involving a great deal of work, ingenuity and creative activity along a number of lines. Yet to them it spells not work, but fun and fancy. They may dream up a puppet show in its simplest form or they may plan and execute a very elaborate production with costumes, scenery and lighting. In fact, the traveling puppet show has proved itself a springboard for any number of these activities.

In Columbus, we have made the children very puppet conscious and, of course, TV has helped; but a live show is quite different from a TV puppet show, and each supplements the popularity of the other. At the beginning of the summer season, an announcement is made by the department that a puppet show is available to the various playgrounds. Naturally, there are more requests for it than can easily be filled. A schedule is made out, however, and the show is on.

We believe that the first puppet show should be a professional one. It can be followed later by the children's own productions. It should be manipulated by experienced puppeteers, who are equipped to meet the situations which may arise on a playground.

They must be ready for any emergency. Puppetry on a playground is not a cut and dried thing. The show may be given to the accompaniment of a rumbling truck and the passing of traffic, or it may be interrupted by a roaring train or a dipping airplane. The puppeteer must know when to use pantomime and when his voice can be heard above the noises or interruptions. He sometimes can turn the disadvantages into advantages if he has had enough show experience. He must always be ready to meet production difficulties. He often will find himself giving a show in the broiling sun, with the children sitting on the grass—in the shade if possible. Out in the open, the wind may be whipping from the back or the front of the stage, necessitating the use of sandbags to anchor it. On the other hand, the stage may be set up in a playground shelter where available electricity adds more color and sound to the production. Anything is possible on the playground! Audiences vary from the football team to the kindergarten tot. Mothers and fathers flock to the puppet show; and there are all of the various reactions of the heterogeneous ages. An experienced puppeteer can, and must, gear his performance to these different ages and tastes.

The enjoyment of a puppet show is not all one-sided. The audience has no more fun than the puppeteer. Our experiences when giving the shows have been priceless. At one time, many of the children were sure to ask where the "puppies" were; but now, with the popularity of Kukla, Fran and Ollie, most of them know what a puppet is.

However, they are not always sure how a puppet works. There are those wide-eyed children who sometimes come up to the puppeteer and shyly accuse him of talking for the puppet.

MRS. BLICKLE *has been in charge of dramatics and puppetry on Columbus playgrounds for the last three years. Above, she introduces two favorites.*

When we look at the child and think that he still believes in Santa Claus, we usually reassure him by saying: "But didn't you hear the puppet talk?" The answer is always "Yes," though sometimes, still a bit on the doubtful side. We believe in going along with the child. It may not be the time to shatter his illusions. We learned this the hard way one time, when we were presenting a marionette show in which a fairy flitted and glittered about the stage. After the play we allowed the children to come backstage to see the puppets. The day afterwards, we received a phone call from a father who said, "I don't think you should allow the children backstage!" He explained that his little four year old son had been found that day, in the haystack, crying broken-heartedly. Upon investigation, the little boy said, "But it wasn't a real fairy. I thought it was real and it was only a doll."

Of course, in direct contrast to such a child, we often have the gadget-minded little boy who wants to see how the props work. We always show him. Those are the things that intrigue him and inspire him to build his own show. Then there are the children who come up to tell us about the puppet that they have at home. We listen to them and encourage them to go home. take the puppet out of its box and give a performance.

out the names of a few of the children—preferably the shyer ones. This never fails to delight and mystify the young audiences—and some of the older audiences, too. No audience has loved it more than the Golden-Agers. At one performance, the clown looked down at his entrancing audience of little Negro folks who had dressed especially for the occasion. One little tot caught his eye, and he made the remark that he loved little girls—especially the one right in front with the white dress and the pink bow in her hair. He threw her a kiss. The child jumped up, clasped her hands together in an ecstatic gesture, turned to her companions and said: "Oh, do you hear him—he's talking to me. He's talking to me!"

In our playground shows, we always capitalize on this audience participation. We quite often have our puppet try to sing a song which is apparently unfamiliar to him. The audience is always delighted with the opportunity to be able to help the puppet out of his dilemma. Again, we have tried to have our animals learn a trick —the trick of counting, for instance. The children become hilarious over the lion's unsuccessful attempt to count to ten, and they are most anxious to help him by counting very slowly for him until he learns the art. We have even tried to make the lion learn a

amount of advice from home or from the playground leader.

We have found an in-between age on the playground, members of which hate to be caught looking at the puppet show even out of the corner of the eyes. These are the self-conscious teen-agers. They're a bit afraid that this is child's entertainment, and they haven't yet reached that older age which has discovered in fairy tales a new interest outside of a child's world. Consequently, we often saw the teen-agers lurking on the outside fringe of the puppet show, only looking at it when they thought nobody was noticing them, until we found a way to intrigue them also. It was with a few trick marionettes. We do not attempt to carry a marionette stage with us since such a stage involves a too complicated set-up for the playground. However, a few trick marionettes can be unfurled before the teen-agers, and the very intricacy and beauty of the puppets—a juggler who juggles balls, a dancer who looks like a movie star and dances fancy steps, a cyclist who wheels about on a unicycle—never fail to bring the boys and girls around. After this introduction to the puppet world, apparently, the first puppets do not seem too simple to watch. The older boys and girls forget their inhibitions and laugh with the rest of the children and adults.

We believe that the children should enter into the spirit of the affair, and we contrive our playground performances for this reaction. The puppets talk to the children, although, in many cases, this has had near disastrous effects when some of the children have answered them with rowdy enthusiasm. However, there are other moments of sheer delight when the child responds with the expected, or better yet, with the completely unexpected comment or question. Our clown, who is the narrator, often calls

multiplication table and the children obligingly help him.

It always is easy to throw in a few useful hints about safety on the playground, without the children feeling that they are being "preached at." In fact, they quite often make helpful suggestions themselves. We have a dragon who calls attention, although he doesn't need to, to his beautiful white teeth, and he's very proud of his immaculately-kept claws. Children are much more impressed by the dragon's philosophy of cleanliness than by any

Later, this interest can be useful when scenery needs to be constructed.

Playground entertainment should have some ulterior motive and that is exactly what we plan. Very seldom is a show given that doesn't galvanize the children into action. They want to build a puppet. They want to have a puppet show. All kinds and types of puppets have been inspired through playground trouping: potato puppets, rod puppets, paper sack puppets and the more durable types. One playground dreamed up a style show, with

the clothespin puppets in the most elaborate costumes of crepe paper. Some of the boys who became very interested in the project made a stage from a box and rigged up Christmas tree lights which were quite adequate for lighting the slim figures. A narrator explained the occasion for which each costume should be worn. Practically every child on the playground knew the narrator's part and there were many operators for each puppet.

On another playground, where discipline had become somewhat of a problem, a puppet show became so all-engrossing that the children were entirely too busy to get into any mischief. They read several stories and decided to dramatize *The Elephant's Child*. By the time they all had participated in reconstructing the story into a workable script, not even Mr. Kipling himself would have recognized his work. (Most of the children felt that they had greatly improved the original script.) The stage was constructed after much drawing, erasing, fitting and nailing; the screen was made from thin muslin after discarded paper and unbleached muslin had been tried. The shadows were cut from heavy construction paper; the scenery was cut, abandoned and cut again; lines were memorized; and the puppet show was presented many times with great enthusiasm and success.

Many of the playgrounds made puppets from papier-mache, while others made them from the more durable and very cheap substance of sawdust and wheat paste (enough sawdust added to a thick wheat paste to form a putty-like substance that can easily be molded). All kinds of talents were called into play—sewing, drawing, molding, painting, carpentry, electrical ability, dramatic talent, writing ability. Original shows were written; fairy and other folk tales were adapted with a few ad lib lines added. As a result, a great number of children felt responsible for the final success.

On one or two playgrounds, a similar project was started but not carried through. After the puppets were made, a show was never given. Naturally, where this was allowed to happen, the whole project lost much of its value. Children should be encouraged to finish any undertaking, since the satisfaction gained from carrying a project to a successful conclusion cannot be overestimated.

As a recreation project for playgrounds or centers, it is difficult to conceive a crafts project which will call into play more creative energies in a wider variety of fields than the art of puppetry.

OPERATING POLICIES

AT PUBLIC SWIMMING POOLS

VALUABLE INFORMATION upon the policies adopted by public authorities in the operation of swimming pools in Indiana cities for the summer of 1950 has been assembled by the Board of Park Commissioners of Fort Wayne, Indiana. The information gathered in the study is factual, and the report makes no attempt to appraise the procedures or to relate them to standards of pool operation and service. The study affords a picture, however, of the policies in effect in twenty-five cities. In two of the cities, figures relate to indoor pools; in the others, they are based upon outdoor facilities.

Practically all of the pools are open afternoons and evenings five or six days per week. In only nine cities are they open during the morning hours. The closing hours in the evening vary from seven to ten p.m., a majority of the pools being open until nine p.m. The cities operating pools in the morning open them at either nine or ten a.m.; two-thirds of the pools do not close during the noon hour.

Practice varies with reference to Saturday and Sunday operation. A few pools close on Saturday at the end of the afternoon. Most pools are not open until early afternoon on Sunday and a few are closed on Sunday evening.

The swimming season starts early in June in twelve cities; on Memorial Day in eight cities. The two indoor pools are operated the year round. Pools are closed for the season in eighteen cities during the first week in September; in five, they close at the end of August.

Children are not charged admission at any time at the pools in five cities. In others, an admission fee for children is charged either at all times or during specified hours, and it generally varies from ten to twenty-five cents. In four cities, the fee on Saturday afternoon and Sunday is higher than at other times, the maximum amount being thirty-five cents in one of them. The rate varies according to the children's ages in two cities.

Adults may use pools without charge in four cities, one of these having an indoor pool. The rate for adults varies from ten to fifty cents. In seven cities, it is less than thirty cents; in eleven cities, between thirty and fifty cents. Only three cities report a higher fee for adults on week ends.

Eleven cities report the use of season tickets, with separate rates for children and adults in most cases. The season ticket fee for children varies from $2.50 to $4.80, while adult rates vary from $4.25 to $6.90, with four cities charging a $6.00 fee. Family season tickets are sold in six cities at from twelve dollars to fifteen dollars. Only one city sells a ticket good for ten admissions.

A majority of the cities do not provide a suit rental service. In the nine reporting such service, the rate varies from fifteen to thirty-five cents, with four cities charging twenty-five cents. Two cities require a deposit of one dollar and fifty cents respectively. Towels are not rented in eleven cities. In the thirteen that do so, a ten-cent fee is most common.

Eleven of the cities that report charging admission to their pools offer some free periods. A few make no morning charge from Monday through Friday or Saturday. Some do not charge children for morning swims; a few have permitted free swimming only two or three mornings per week.

The rate of pay for lifeguards varies from $100 to $175 per month in the ten cities reporting pay on a monthly basis; in most cases, the amount is closer to the lower figure. Twelve cities report an hourly lifeguard rate of from fifty cents to one dollar, with seventy-five cents per hour as the rate most frequently offered.

Checkroom attendants are paid appreciably less than the lifeguards in most cities, with several cities reporting a rate of only fifty cents per hour. Cashiers receive little more than the checkroom attendants and, in most cities, were paid less than the lifeguards. The hourly rates vary from fifty to eighty cents per hour. The highest monthly rate was $155, some cities paying less than one hundred dollars.

In answer to a question as to the length of life of diving boards, a great variety of answers was received. At the two indoor pools, one replied one year; the other, five years. Seven cities report that their diving boards last for two years; five, for only one year; three report one-and-one-half to two, three and five years respectively.

Eight cities report that they paint their pools every year; three, that they paint them every two years; and two, that the job is done within three-year intervals. Two other widely divergent replies are "every three weeks" and "every twenty years." Pools are not painted in five cities.

The use of white cement paint is reported in five cities; aluminum paint and Interol in two cities each; ramuc enamel and a chlorinated rubber base in one city each.

Other questions in the survey related to the amounts of chemicals and the swimmer load, but the answers have value only in relation to the individual pools.

Creative Recreation

Grace Walker

CREATIVE RECREATION is, first of all, a point of view, a belief, a philosophy. It begins with the assumption that man is naturally creative; and, with his mind, body and emotions—his creative equipment—if given opportunity, he is able to develop and enrich life. Drama, choral speaking, music and the dance are some of the special activities through which creative experiences and enrichment may come. There are, however, a few definite approaches which a leader of these activities must take into account if the most valuable results are to be obtained by participants.

1. Always, the approach must be one of lightness and fun, never a do-or-die attitude.

2. There must be no sense of outer compulsion but, rather, such strong motivation that the participants will feel a vital inner desire for the experience.

3. There should be, on the part of the leader, an awareness of the ultimate objective in terms of growth and development.

The role of the leader in a creative program is especially important. "It is of prime importance," says Ruth Radir,* "that the leader shall have a clearly-defined goal. This goal is found in the business of providing depth of experiences that lead to emotional and social maturity and breadth of experiences that bring groups into their cultural heritage."

The following three questions, on the part of the leader, may serve as a point of departure in formulating program procedure and in moving ahead toward his goal:

A. *What* do I desire to accomplish in mental, physical and emotional growth for the group?

B. *Why* do I desire to accomplish this?

C. *How* shall I, through program and activities, accomplish it?

Question "A" should be both generally and specifically tabulated; question "B" answered by needs observed through knowledge of background and environment of participants; question "C" should designate the "how" of techniques, skills and activities.

Choral Speaking

Choral speaking, an excellent example of a creative program activity, is the art of group reading or speaking. It is comparable to group singing, except that the process of communicating an idea is accomplished through speech rather than with song. As a group activity, it may serve many purposes and give many satisfactions. The following are a few examples:

1. An unlimited number may participate.

2. It is a perfect group device for teaching a cooperative and unified activity.

3. The timid develop courage through group expression.

4. Better speech and diction, for day-to-day communication, result.

5. It presents a good opportunity for group responsibility in program development.

6. It is an appropriate and excellent device for use in club, camp, church, school, community programs.

Kinds of material to be used in choral speaking activities include:

1. Highly rhythmic.
2. Easy to read (on each age level).
3. Fun material.
4. Dramatic material.
5. Imaginative and beautiful selections.
6. That offering possibility of incorporating movements of dance, music.

The following suggestions for choral speaking are in no way a sum total of what may be formulated and carried forward in such a program but, rather, are a few notations taken from one person's experience. A multitude of ways of progressing toward creative expression through use of this activity is open to any leader.

The delightful possibilities of choral speaking for the very young is predicated upon two facts: that young children are aware principally of their bodies and, therefore, all material used should call for highly rhythmic movements; and that young children develop motor-skills, thinking and feeling best in group situations.

A few familiar jingles for the very young include:

Boom, boom, beat the drum,
Boom, boom, here we come,
Boom, boom, do not lag,
Boom, boom, wave the flag.

GRACE WALKER *is one of the recreation leadership specialists on the staff of the National Recreation Association.*

**Modern Dance, by Ruth Radir.*

Procedure: The rhythm of the jungle is felt by the group through the beating of the drum and the waving of the flag. To this movement marching may be added.

Two Little Blackbirds

Two little blackbirds sat on a hill,
One was named Jack, the other Jill,
Fly away Jack,
Fly away Jill,
Come back Jack,
Come back Jill.

Procedure: Divide the group into two sections designated "Jack" and "Jill." Develop rhythmic pattern by clapping or finger tipping. On the four short lines, the rhythmic pattern is completed by the action of flying away and back. Example:

"Fly away Jack." Group flies away.
"Come back Jack." Group comes back.

Poems with a refrain and with sound effects are good for the very young.

Leader—Whoo, whoo, hoots the owl.
Children—Whoo, whoo.
Leader—Moo, moo, lows the cow.
Children—Moo, moo.
Leader—Coo, coo, calls the dove.
Children—Coo, coo.

A little two-line poem in which children find their beds and go to sleep also is fun:

Creep to sleep
Teeny sheep
Creep to sleep
Teeny sheep
Creep to sleep
Teeny sheep
Sleep, sleep,
Sleep.

Procedure: Children repeat the poem and, as they have the urge to go creeping off to find a bed, they do so—always walking in rhythm. Every movement should be rhythmic. The leader, through her own reading, at the last establishes the feeling of rhythmic quietness.

Children of the elementary age group can develop unlimited originality in this activity. Poems that tell a story, that are full of drama and movement, that have infectious rhythm and familiar situations should be chosen. Those filled with beauty and imagery are also needed to balance the program:

The North Wind

Whoo-whoo-oo-oo
Whoo-whoo-oo-oo
Whoo-whoo-oo-oo

Solo Group: The north wind blew
It rattled the windows
It blew down the flue
The great trees groaned
When the north wind blew.

Procedure: Divide participants into four groups—high voices for shrill winds, medium voices for ordinary winds, low voices for deep rumbling winds, and a group to read the stanza.

Voices begin to blow softly on these three levels, mounting to the climax. The blowing sound decreases as the words are read, the voices coming in and the winds increasing at the end of each line. They gradually die away at the end of the stanza.

My Right Hand to You

Formation: A single circle, each child facing a partner.

Words	*Action*
1. My right hand to you	1. Clasp right hands
2. My left hand to you	2. Touch fingers of left hand in dance movement
3. Whirling so merrily	3. Whirl under partner's arm
4. Singing so cheerily	4. Whirl back to position
5. Bending down low	5. Girls make deep curtsy; boys bow low from waist down
6. Stand erect so.	6. Rise slowly to erect position.
1. My right foot up, down	1. Lift right foot
2. My left foot up, down	2. Lift left foot
3. Tripping so lightly, oh	3. Girls trip past partner with light running steps
4. Back to my place I go	4. Return with same steps to place
5. Bending down low	5. Girls make deep curtsy; boys bow low from waist down
6. Stand erect so.	6. Rise slowly to erect position.

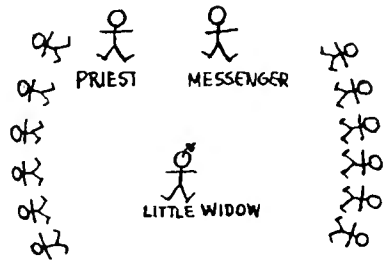
Choral speaking is not alone the province of the child. Young people and adults can likewise discover fun and pleasure in such activity.

The Little Widow of Saint Isabel

This is the poor widow
Of Saint Isabel.
She wishes to marry—
With whom she can't tell.
The priest's servant wrote her.
It pleased her quite well.
She sent him a letter
From Saint Isabel.

Oh, I ran so swiftly
I most fell apart.
I held out my hand
But I gave her my heart.
Oh, I like my coffee
And I like my tea
But you know I give all
My true love to thee. (Repeat.)

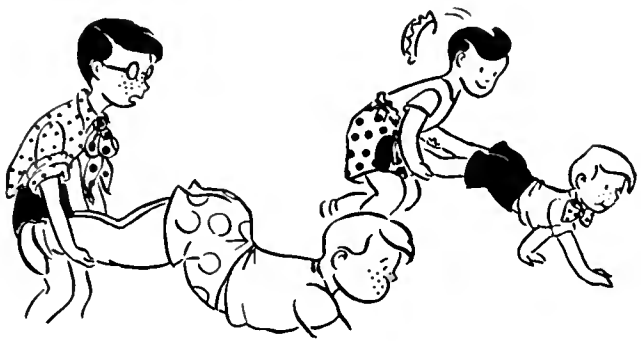
This is an example of a very simple arrangement of a Mexican game, which includes choral speaking, dramatic action and dancing. Participants take the parts of choral speakers, dramatic characters such as the little widow, the priest, servant and messenger. See sketch for the arrangement of groups.



Choral speakers, in lively voice, tell the story of the little widow who is hunting a husband. On the line, "She wishes to marry," and so on, the little widow runs wildly around looking for someone to marry. On the line "With whom she can't tell," she dejectedly sits down again. (Note: the first and second lines are repeated by groups three times each.)

In the second stanza, the messenger comes tearing (across Mexico) to bring a proposal. The little widow sends back, by messenger, a hurriedly-written answer. In the third, the priest's servant "almost fell apart" in his eagerness. The fourth stanza, calls for the priest's servant's love speech in a light, lilting tone and rhythm, as he raises the little widow to her feet.

The choral speakers likewise take partners and prepare to dance to the words and rhythm of the last stanza. Any simple group dance which fits the rhythm of the poem may be used.



Dramatization of playground situations

as a training device

A NEW APPROACH in the method of teaching was made at the annual summer playground leaders institute of the Milwaukee Department of Municipal Recreation in 1950. In past years, many play leaders were confused after a two-day intensive playground institute covering administration, games, crafts, apparatus, leagues, special activities and so on. Therefore, in an attempt to overcome this difficulty, a committee of playground supervisors planned a dramatization of playground situations that might prevail on opening day. The purpose was to depict those situations which confront play leaders early in the season and to suggest procedures and methods of handling some of these problems. This was accomplished in eight scenes, through demonstration, conversation, pantomime and the aid of a narrator. The dramatization was presented on the stage with settings suggestive of a playground. The narration and scenes follow:

Playground Situations

Narrator—A committee of full-time recreation personnel has planned a series of scenes to depict some of the situations which arise on playgrounds and which are confusing to play leaders, especially early in the season. After the play leader is experienced in his neighborhood, some of the problems resolve themselves; but, at first, they appear as huge mountains. The purpose of these scenes is to bring some of these mountains down to size. We shall present several typical situations so that you can visualize them, and shall then suggest ways in which they can be met.

Submitted by JOHN ZUSSMAN, *director of special activities for Milwaukee Municipal Recreation Department and Public Schools.*

SCENE I—MONDAY MORNING, JUNE 26

A playground which opens at 9:00 a.m. It is the first day of the 1950 summer playground.

CURTAIN RISES

Narrator—There are some young boys and girls and teen-agers in groups about the playground building. Some are eating; one is smoking. Some have water guns. A game of strike-out is in progress. What will happen when the leader walks onto the playground?

Action—Leader enters and greets the boys and girls.

Narrator—The play leader arrives early. This is the ice-breaker time. The boys and girls are wondering what their new play leader is like. The children ask questions and the leader answers them as a way of introducing himself to the group. They ask about softball leagues, nature camps, festivals, who will be the new girl leader and when the swings will be available.

Play Leader—By the way, what special activities do you like?

Narrator—You will note that the leader is not making any rules. He did not discipline the smoking, although he saw it. He is exploring interests and establishing a common ground. In getting children to talk about themselves, he is showing an interest in them and in their problems. Remember that no two playgrounds are alike. You may not encounter these exact situations, but the elements of successful leadership which have been portrayed will be needed in a number of similar situations. Strike-out, played against the building, is not allowed on playgrounds and many of us will be required to deal with this. We will all be tactful and diplomatic, but our approach will vary in different situations.

SCENE II—ALSO MONDAY MORNING

Narrator—The custodial staff of the Department of Service and Supplies has been very busy picking up and repairing equipment used during the spring, and preparing and packing material for the summer season. Your equipment may not arrive until sometime Monday morning. The ice has been broken and relations are more friendly. The department truck arrives and the custodian brings out game equipment. The director introduces himself to the custodian and they exchange a few comments. The boys and girls soon are clamoring for equipment.

CURTAIN RISES

Action—Custodian enters and deposits equipment at cupboard.

Children—Give me a ball! Hey, I want a bat. Can I have a basketball? You got any jacks?

Play Leader—Just a minute, just a minute, please. I have to check every piece of equipment with the inventory. Then I'll have to inflate the balls. You just wait a few minutes and I'll have everything ready.

Children—The diamond is clear; give us a bat and ball!
Play Leader—Well, now, do you see that glass on the diamond? If you . . . (Then leader goes into building. Cupboard is all ready.)
Narrator—The director must use his judgment about asking boys to clean up the grounds. He would not do that unless very good relations had been established with them. In this part of the scene, the director is in the building checking supplies. To save time, the cupboard has been prepared. The material is well organized. Similar material is together—and should be kept that way. He is able to tell at a glance what is missing, how many bats are out and so on.

Notice the time cards, the attendance cards and the requisition cards. Later in the day, a time card for every member of the playground staff will be posted. It is very important that these cards and the playground calendar be posted here. When the door is locked, they will be secure. Just a word about ways of posting. Material may be taped on or a large piece of poster paper with slits for corners may be used. If tape is used, be sure to stick a piece of paper onto the strip of tape so that the cord will not stick. It is the same principle used in mounting band-aids. Your district director will be your friend if you keep your cupboard well organized.
Action—Knock at the door and yell from boy who was smoking.
Narrator—The director has finished checking and goes to the door. Note that this is the boy who was smoking when the director came to the playground this morning.
Boy—Hey, give me a basketball.
Play Leader—Oh, hello! Sure, I'll have one ready for your group in a minute. (Goes for ball and visits for a minute. Then . . .)

You know, I'm interested in this neighborhood and I hope that you have a good time this summer. Say, I'd like to explain a little matter. It's about smoking on the playground. You know, you older fellows have to help with those little fellows. We have to watch out for them. That's one reason I wish you wouldn't smoke here. I certainly would appreciate your cooperation.
Narrator—The point to be emphasized is that the director did not stop the smoking when he first came to the playground. He did not tell the boy to stop in front of his gang. Probably no playground staff will be completely satisfied with results in attempting to curb smoking. However, every play leader should use his influence. Be sure that your playground is a place where good habits are learned.

Scene III—Another Day—Bulletin Board Promotion

Narrator—We shall assume that, in this scene, the children range from twelve to fifteen years of age. The director is working at the bulletin board, posting notices of special events and classes.

Curtain Rises

Action—Children become curious and gather. Director tells of special classes in response to questions regarding dance class, chess, arts and crafts, nature games ."Oh, coach, our playground is listed here." "Sure enough! Yes, we will have arts and crafts." On what days and costs are discussed.
Narrator—The bulletin board is a wonderful medium for advertising. It can be made the focal point of the playground where young and old, neighbor and passer-by can come to find out what's doing. It must be kept alive and active. A dead bulletin board is a false front. On many grounds the cooperation of children has been secured in helping to keep it up to date.

While the director was busy, an irate man has rushed to the playground, propelling his son, who was drenched with a water pistol. This situation calls for diplomacy and tact.
Man—Listen, Mr.! I pay taxes and this has to stop. What's the matter here? My son came home crying. He was soaking wet.
Action—Director is sympathetic and understanding. He wins the confidence of the parent and then takes him to bulletin board to tell him about the nature lore camp trips.

Scene IV—Wednesday—L.O. Games

Narrator—In planning and preparing for these games, careful consideration must be given to the following requirements: 1.) a definite location, 2.) an area clear of apparatus, 3.) no interference, 4.) an area that can be readily supervised, 5.) markings, 6.) an area away from a drinking fountain.

You have been hearing much about these factors so they will not be accented here. However, you will want to make some observations in this next scene. We have a low-organization game in progress and you will see one situation which is common, but which can and must be corrected.

Curtain Rises

Action—Tag ball is being played, but there seems to be much interference. (Play game one minute). Boy on bicycle rides through. Director sees this but says nothing (one minute). Another boy comes in and kicks or bats ball (one minute). Bike rider again coasts into game, doesn't see director who is ready, stops him and explains ordinance.
Narrator—The director is explaining the seriousness of the offense and the bicycle ordinance to the rider. Every play leader has been given a copy of this rule which states that riding bicycles on playgrounds is illegal. The police department offers us this cooperation. Through your district director, you may file warning cards at the district station. We have heard the procedure from the inspector. We have the tools if we need them. We should use them.

Scene V—Interference with Girls' Program

Narrator—At the beginning of the season, boys and girls do not, as yet, have good play habits. In the above scene, we witnessed incidents which necessitated that the director make corrections. In Scene V we again see

interference with the program. Here, some boys have a good time at their favorite pastime of teasing the girls.

CURTAIN RISES

Action—Boys run through "Pin Snatch," ridiculing the girls' game. Boy takes equipment and runs. At sandbox, they pantomime throwing sand, and the bigger boys monopolize sandbox.

Narrator—Overplayed? No! This situation is not uncommon, especially early in the season. It is not only the responsibility of the directress to handle this problem; it also should be discussed with the district director, for the boys need game activity to satisfy the instincts and urges which prompt them to molest the other sex. This is a two-way problem. The girls do not run through the boys' games, but, sometimes, during a boys' game, two or three girls will come over to the boys' side and just stand. Then two or three boys drop out and the game breaks up. This situation is the joint responsibility of the director and the directress.

SCENE VI—ACCIDENT—FIRST AID

Narrator—In the next scene, a game of "Beater Goes Around" is in progress. Again we see the bicycle rider violating rules. In this scene you will observe procedures involved in calling for an ambulance if and when an accident occurs. Please do not have any misgivings about accidents. There will be some grounds which will have no accidents of significance. Yours may be one of these. This situation is given, however, so that you will understand what to do in case of emergency.

CURTAIN RISES

Action—Boys are playing. Boy on bicycle rides into the game. Players gradually get sore—"Oh, cut it out" is heard. Finally one of them chases the rider and the latter runs into, and knocks down, a child.

Narrator—Now we have the accident situation and one of the "musts" of playground conduct will be observed. Every playground leader should have nickels on hand. On the first day, every play leader must locate the nearest available telephone. Is it in the school? If so, its use must be approved. Is it in a filling station? A neighbor's house? Not knowing where a telephone call may be made in an emergency constitutes negligence. The director should have change handy to call the ambulance. Some directors tape it near a phone.

Action—The director calls the ambulance. He tells why he is calling, who he is, his position and from where he is calling. He gives the type and seriousness of the accident, the sex and age of the child. (Action stops before ambulance appears.)

Narrator—The ambulance has departed for the emergency hospital with the child; but the squad car officers have remained at the request of the director, who gives them information about the boy and his previous bicycle violations. He files a complaint against the boy, giving them his license number, name and address.

SCENE VII—PLAYGROUND STAFF MEETING

Narrator—Operating a playground is a job, as you have now discovered if you did not know it before, that requires planning and coordination upon the part of all of the members of the playground staff. It is essential that occasional playground staff meetings be held. The next scene will show some of the situations which might become real problems and which should be given consideration by the entire staff. You will want to discuss these with the district director. Suggested times for such round-table discussions are after the playground closes, before the playground opens, before or after a Saturday class or, if necessary, sometime during the day on the playground. You will observe the tendency for problems to be resolved when the staff thinks together about them and agrees on common procedures.

CURTAIN RISES

Action—Discuss any of the following topics—danger of bicycle riding, number of offenses:

a. First time
b. Second offense
c. Parking—as a solution

Police cooperation. Have you met our policeman?

a. General discipline
b. Discuss the event of the afternoon—nickels, the call, first aid

Talk about field day, swings or first aid. The assistant director may say that he is confused about giving first aid and the director can start explaining. Then the narrator picks up the story.

Narrator—You can see the need for, and the value of, the playground staff meetings. May we again emphasize that the playground program always runs more smoothly if the entire staff understands, agrees upon and follows definite policies and procedures.

SCENE VIII—FIRST AID

Narrator—The American Red Cross is cooperating with us in presenting this next scene. There always are questions about what constitutes first aid, questions which most of us can answer if we are not under pressure. We have all had first-aid training, but we sometimes become confused when an emergency arises.

There are a few fundamental rules which should be followed in all accidents requiring first aid. One fundamental is that we, as play leaders, must remember that we are not doctors. We give first aid *only*. Mr. Schneider of the American Red Cross will direct this scene and we are grateful to him for his cooperation.

CURTAIN RISES

Action—Stress first aid only. Typical injuries are portrayed by signs in the hands of the injured: broken arm, back injury, bruises — elbow, burns — knee, sprained ankle, head injury, heat exhaustion, sunstroke, sunburn, yesterday's injury—knee for redressing, nose bleed.

Narrator—Thank you for this needed information. We appreciate having you with us. Just a word about playground first aid. Do not splint. Do not move the patient, unless giving treatment for sunstroke or some similar case. The injured should remain quiet; *call the ambulance immediately.*

Peanut Dolls—Make dolls with peanuts by sewing them together, lengthwise, in body shape, with arms and legs attached. Use strong, heavy thread. Paint the feet black. Use poster paints and put in face with colors. Sew clothes to fit and glue or sew on hair of fine yarn.

Block Belts—Cut ten to twelve blocks from thin wood one-fourth inch by one and one-half inches by two inches for size. Drill three-sixteenths-of-an-inch holes in four corners, far enough in so that the lacing will not pull them out. Sandpaper all edges and surfaces until smooth. For variation, sharp edges may be chamfered or rounded. Lace with rawhide, using own desired method—crisscross lacing on one and straight on the other or cross between blocks. Knot in front, and let lacing fall in strands.

Cloth Pictures—Draw pictures lightly upon paper. Instead of painting, use pieces of cloth, cutting cloth the proper size and color and pasting into the picture. Another interesting effect can be obtained through using a cloth background with painted figures.

Totem Pole Toothpicks—These are used as sandwich markers for parties. Using heavy paper, cut out such designs as an egg, peanut, flower, animal and so on. Mount on cocktail toothpicks and paint in bright colors.

A Few Helpful Books

Arts and Crafts—A Practical Handbook, Marguerite Ickis. A. S. Barnes and Company, 101 Fifth Avenue, New York 3. $3.75.

Book of Little Crafts, A, Margaret Powers. Chas. A. Bennett Company (formerly The Manual Arts Press), 237 North Monroe Street, Peoria, Illinois. $3.25.

Nature Crafts, Ellsworth Jaeger. The MacMillan Company, 60 Fifth Avenue, New York 11. $2.49.

Things to Make from Odds and Ends, Jessie Robinson. Appleton-Century-Crofts, 35 West 32nd Street, New York. $2.00.

(Fold Back)

Recipes for Fun

NATURE ADVENTURING*

Nature adventuring, as a part of the camp program, is nature observation with a purpose—not just knowing plant and animals by name. It is a skill to help campers become better outdoorsmen, better campers. It may grow into a lifelong hobby; it may some day save their lives. Nearly every camper wants to hike through wilderness areas, sail to out-of-the-way places or pilot an airplane. Nearly every camper has heard of explorers or aviators who, in cases of emergency, have been forced to live off the land until help arrived. Nature adventuring is a part of the camp program that provides basic training in wilderness living; it gives campers a "reason why" for knowing plants, animals and how they live. The following program has been adapted from the United States Naval Survival Program and the Boy Scout Nature Adventuring Program, enabling a camper to qualify, through practice and tests, for various classifications of adventurers.

A NATURE TRAILER

A Nature Trail Test

1. Locate a section of a nature trail.
2. Build a part of a nature trail, identifying fifty common plants, animals or birds.
3. Make ten signs describing and identifying plants, animals or birds.
4. Make ten observational or purposeful signs for the nature trail.
5. Show correct use of axe or hatchet.

A WILDERNESS CAMPER

A Wilderness Camping Demonstration Area Test, "W.C.D.A."

1. Build a cooking fire, showing use of tinder, kindling and a one-match fire.
2. Recognize, prepare and cook wilderness native plants, using number ten tin cookery, and include either cooking:
   a. A mess of greens or
   b. A meal of edible roots.

**Tentative program for basic training in wilderness living, used by the Vermont Department of Recreation, suggested by Harold W. Gore, Camp Najerog.*

(Cut Along This Line)

c. Cooked or raw fruits or
d. Preparing tea or other drinks.
3. Make lines and cord from bark.
4. "C.C.C.C." i.e., catch, clean, cook and consume a fish.
5. Make several bark utensils.
6. Make a fire-making set.
7. Make an emergency shelter.
8. Make a ground bed.

A ROBINSON CRUSOE HIKER

A Wilderness Camping Leadership Test

Demonstrate to a group:

1. Use of a nature trail as training for recognizing plants and how they may be used in wilderness living.
2. Use of the W.C.D.A., including:
   a. Practice in collecting plants for eating, food, drink or fiber.
   b. How to prepare these plants for eating.
   c. How to twist plants into line or rope.
   d. How to make bark utensils.
   e. How to make a fire-making set.
   f. How to make an emergency shelter.
   g. How to make a ground bed.
3. How to make water safe for drinking.
4. Wilderness first aid, including personal first aid, Junior First-Aid Certificate.

A NATURE ADVENTURER

A Training Hike Test

Go on at least three nature adventuring training hikes—short exploring day hikes to find plants useful for food and fiber; become accustomed to not harming the area and to practice fishing. This is basic training for survival hiking.

A SURVIVAL HIKER

The Final Nature Adventuring Test

Take, and successfully complete, an overnight hike, actually living off the land as far as possible, depending upon native materials for shelter, bed, food and water. This will be the final experience test in nature adventuring and may be a Lost Pilot Hike, a Paratrooper Hike, a Wilderness Camping Canoe Trip, a Robinson Crusoe Hike, or all, to use the adventuring knowledge you have gained.

(Fold Along This Line)

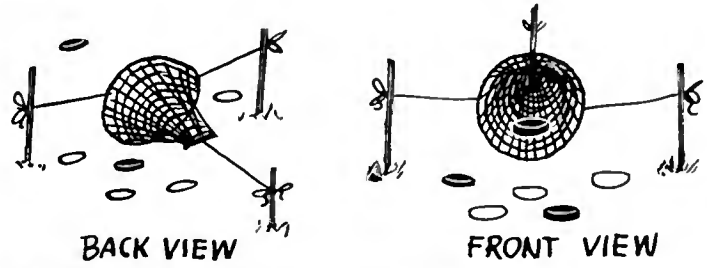
Recipes for Fun

(for boys) **ARTS AND CRAFTS***

Totem Poles—A soft wooden block and a jackknife are all the tools needed for this project, which will keep boys interested for hours. Have them look up authentic totem pole design at the library, then trace or sketch on a block. Cut main details in wood first, then cut away finer details. Sandpaper and paint with bright colors. For large poles, a chisel and mallet are needed, but designs can be the same. Mailing tubes can be painted with totem pole design, a cap added as a top, and the finished product becomes a pencil holder.

Knot Board Plaque—Cut a piece of plywood eight inches square. Print or form the word "Knots" with cord at the top of the board. Teach types of knots and their uses to the boys. After each knot is learned, have them tie one with similar cord and glue it on the knotboard, with the name printed underneath. Fasten screw eyes at the top of the board and run a cord through, so that the plaque can be hung in the boy's room.

Game of Skill—Salvage an onion bag or similar material; sew on to a barrel hoop cut to the size of the material. Suspend the target between two uprights. The tail ends of the sack are tied to a dowel, which, in turn, is tied to a third upright. Make six disks, six inches in diameter, of plywood or pressed wood. Paint each with a different bright color and number them one to six. Play the game in two rounds. Throw disks from a fifty-yard base line, using one set of disks in one round. Count only the disks remaining in the sack. Highest score wins. See diagram.



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PERSONNEL

FIELD PROBLEMS IN RECREATION WORK

THE FOLLOWING general problems, based upon actual experiences of students graduated from the Curriculum for Community Leadership in Recreation, were abstracted from personal letters and individual conferences.* They are presented here for the purpose of stimulating study by students preparing to take beginning positions in the field.

What are some common problems encountered by these students as they take positions in a variety of settings?

1. *Most students lack sufficient background of education and experience to cope effectively with all aspects of the job.*

These lacks include record keeping, budget management, supervision, scheduling, program planning, office procedures, general administration.

2. *Most beginning workers experience difficulty in recruiting, training and supervising volunteer leaders.*

Many agencies depend heavily upon volunteer workers, but lack an over-all integrated plan for utilizing such volunteers in their total program.

3. *There is an almost universal insufficiency of funds for programs.*

Financial problems include lack of money for operating expenses as well as for capital expenditures.

4. *Most beginning leaders experience uncertainty about their progress.*

Many agencies fail to give professional workers complete *job descriptions* which include clear-cut analyses of the position. Fuzziness about what is expected of the worker frequently results in unanticipated criticism from administrative superiors as well as from agency constituents.

5. *Conflicts with administrative superiors or co-workers are encountered in some instances—based upon temperament, standards of work and differing methods of working with people.*

Errors in judgment by the beginning worker, coupled with authoritarian attitudes and "boss" methods, frequently produce conflict situations.

6. *New workers often have great difficulty in dealing with constituents.*

Lack of finesse and "know how" in coping with discipline problems of children and youth, in gaining and holding participant interest and in furthering objectives of the agency are sources of great disillusionment.

7. *The beginning worker often is loaded with too many different responsibilities at the outset with which he is unfamiliar.*

Confusion is the natural aftermath of the agency employer's expecting the new worker to handle a myriad of duties with insufficient orientation.

What attitudes should a beginning worker develop which will enable him to do a better job of coping with these problems? He must:

1. Be fortified with the realization that most people, staff and constituents, will expect more from him than he is capable of handling at first.

2. Realize that learning how to deal with people and their idiosyncracies is more important than learning to lead activity skills per se.

3. Be willing to start at the bottom of the occupational ladder. Many menial tasks beneath his dignity will be assigned to him . . . He must be willing to dig in and do them to prove his worth.

4. Know and use the language of the people with whom he works. So-called professional terminology should be generally reserved for staff communication . . . but the important job of communicating to constituents calls for simple direct language.

5. Be proficient in one or two general areas of recreation activity. Although he may generally be a supervisor or coordinator of activities, he will be expected to produce in direct leadership positions as well.

6. Be willing and ready to work long hours—at odd hours. He works while others play, frequently working later after others are through playing.

7. Expect and tactfully demand a clear-cut and complete job description of the position he accepts. He should expect modifications of this description, but should have definite understandings as to the full meaning and implications of such changes.

8. Be ready at all times to explain *why* he operates as he does, as well as to tell what he is doing.

9. Expect a minimum of compliments and appreciation from others for his work. Any unsolicited commendation always should be gratefully and modestly accepted as a "bonus."

10. Be patient with the status quo, even though he is not satisfied with progress being made in meeting problems and needs. Progress in recreation, as in every other field of endeavor, comes through *evolutionary*, rather than revolutionary, processes.

11. Follow the sound policy of "doing one thing well along one line, at one time." Progress usually is made by shooting with a rifle rather than with a shotgun.

12. Give other people plenty of credit for their accomplishments, no matter how insignificant they may seem. They'll love him for it.

13. Keep his mind receptive to criticism and constructive suggestion.

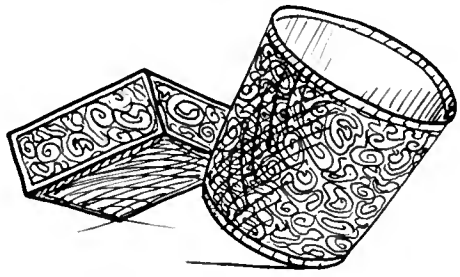
14. Stay healthy—physically, mentally, emotionally, socially. He must always be a stimulating example of a well-balanced personality.

15. Keep pace with progress in the recreation field. Knowledge, insight and power to communicate new ideas to others are the essence of recreation leadership in the best sense. A well-founded faith in the contributions of recreation to personal and social development is the lifebuoy to prevent sinking in moments of disillusion.

Prepared by PROFESSOR MARVIN RIFE, *Coordinator, Curriculum for Community Leadership in Recreation, Education Building, University of Wisconsin, Madison 6, Wisconsin.*

How To Do It ! by Frank A. Staples

Decorate your wastebasket, trinket box, or wrapping paper.



All you need –

1. White paper.
2. Paper cement or paste.
3. Enamel paint.

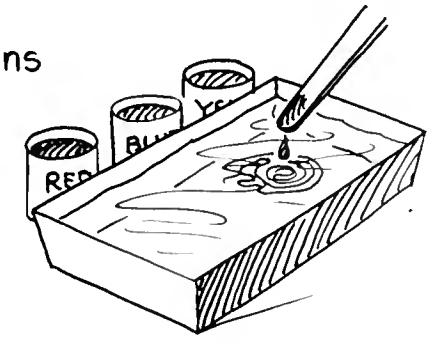
To Do It !

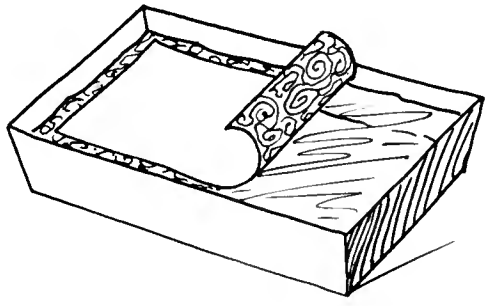
1st. Fill large shallow pan two-thirds full of water.

2nd. Sprinkle small amount of enamel paint on surface of water. Use as many colors as desired.

3rd. Move enamel paint into interesting patterns by blowing on surface of water.

4th. Place white paper on surface of water. Then lift it from the water. The enamel swirling pattern will be transfered to the paper.





5th. Dry paper and press smooth. Then paste to object. Trim and finish edge with masking tape.

Note – You can decorate any surface with this marbleized color pattern.

A candle can be rolled over surface of water. Cloth can be decorated. Wooden, glass or metal objects can be marbleized.

Digitized by Microsoft ®

BEFORE. The East Pond after the water was pumped out and before fill was started. This picture was taken in July 1949.

A COMMUNITY TAKES A HAND

Daniel L. Reardon

A new municipal swimming pool, thanks to almost unparalleled community cooperation and the indomitable spirit of neighborhood people, recently became a reality in Glens Falls, New York. An old abandoned quarry pool, 500 by 250 feet, was transformed into one of the finest outdoor pools in this country.

The story begins way back in the 'twenties, or before that. Through the years the pond claimed the lives of several youngsters who ventured too close. People became conscious of this hazard and, though a protective fence was installed to encircle the pool, the more progressive minds were already planning to make sure that the tract of land, some fifteen acres, would be utilized by the city. A referendum in 1929 gave the city the right to purchase those acres. Yet what probably shows best the spirit and foresight of these people is that adjoining lots were purchased by individuals and eventually resold to the city for actual cost, thus adding five acres to the fifteen already owned.

Meanwhile, these individuals gathered together and formed an East Neighborhood Association, which had as the preamble to its constitution this thought: "Having at heart the common welfare, we associate ourselves as the East Neighborhood Association to build strong neighborhood spirit, to make leisure hours constructive and recreation wholesome." And, then, this civic group went ahead and, in their spare hours, spent much time in leveling the terrain, developing ball fields and making the area—all but the pond—usable. To reclaim the pond, though it was "off limits," was the big desire of all group members.

However, the campaign to transform the quarry pond into a swimming pool was to be delayed, first by the depression of the 'thirties and then by World War II, before it was revived again. Hearing that the city was investigating the health angles of such a move, the association became especially active. It had continued in operation during the war years, sending a monthly newsletter to the boys in the services. First this letter was limited to the boys from its own area and then was sent to anyone who requested it. So the machinery was all set up, and needed only the spark of that investigation to touch it off again. Meetings were held by E.N.A. officials frequently before the law makers yielded and afforded the recreation commission of the city a special appropriation of $1,500 to start work on the draining of the pond, the cleaning of the fungus and so on.

That really lighted the flame. On July 20, 1949, the recreation commission accepted the money—and the East Neighborhood Association dug in. On July 22, a general contractor started pumping operations and, within seventy-two hours, eight million gallons of water had been drained off through the fields. The cleaning processes were started, and the public at large sat up and took notice. Several citizens gave moderate-sized donations and the East Neighborhood Association went on a financial drive—realizing just about twice the amount that the city fathers had made possible. It was then that the possibility of completing the project became more than a vision, a vision shared not only by those who were active in the project, but by the city and surrounding community. The public was definitely behind the project, and the newspaper stated editorially: "From our viewpoint, the best part about this project, in its current stage at least, is its demonstration that we still have citizens who don't depend solely upon government to do things for them, who are willing to work for what they want in their community. This is, one sometimes fears,

AFTER. A quiet, mid-summer afternoon, after completion of the new pool. This photograph was taken one year later.

MR. REARDON *is recreation superintendent, Glens Falls.*

a vanishing trait of American community life."

The fever caught. When it came time for fill, a quarry operator donated stripping for it, taking his shovel from the rocks for week ends; sand was donated or sold for operating costs alone; truck drivers gave their services and trucks for gas; the male members of the E.N.A. did the manual labor; and, soon, what had been a dream of years became a reality. Almost one month to the day from the time operations started, the last load was brought in to the beach and the water was permitted to start back into the pool. Working only week ends, this group of neighborhood people had negotiated better than eight thousand yards of fill into place—had accomplished an estimated job of twenty thousand dollars for a little over three thousand dollars actual outlay.

But the work was not all done. Much more remained to be accomplished, and the recreation commission was entrusted with the further development of the beach. The East Neighborhood Association started out after a bathhouse—or was it to be more? In May 1950, after many meetings, the E.N.A. and the city fathers agreed on the purchase of a 230-by-92-foot frame building, for ten thousand dollars of city money, if the E.N.A. budget would transport it to Glens Falls. This was done.

In June 1950, the pool was officially opened for swimming. A six-thousand-dollar budget allotment to the recreation commission had made possible everything necessary to comply with the health angles, including a chloroboat (costing better than half of the expense) to chlorinate the water according to the required standards. For the season of 1950, a shift of six lifeguards was kept busy caring for up to one thousand swimmers per day, in weather which was not considered ideal for swimming.

Last fall, through a donation from the Community Chest, a contractor engaged by the E.N.A. installed the footings for the bathhouse section of the building at actual cost. This spring, it is hoped that the already-started building will be finished by the time of the opening of the swimming season, so that the pool and its resources can be enhanced by dressing rooms, toilets and all the other conveniences necessary to qualify successfully for continued acceptance by health authorities.

The eventual development of the property will include a picnic area, seating facilities for baseball and football, tennis courts and, eventually, the construction of the remainder of the community center building. It will be a realization of the dreams of many who are now grandparents, bring out the youthful interest of many fathers and mothers and give the youngsters of today a high standard of accomplishment to equal.

This project was definitely undertaken "for the youngsters," and has been a most successful symbol of community effort. Without the sweat and toil of the neighborhood people, without their having the project at heart, this long-dreamed-of and much-talked-of effort probably never would have been started. The spark wasn't set by a long-planned city movement nor made possible by a philanthropist; just plain folks did it all.

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P. T. A. PLAY PROGRAM

Summer fun for four-to-eight-year-olds

"IT'S BEEN A SUCCESS and, besides, it's been fun." This was the sentiment expressed by the twenty-one mothers who completed the first season of a summer playground program designed for pre-school children of the Hazeldell-Iowa-Maple school district in Cleveland, Ohio.

At first glance, this may not seem like such an unusual project. However, when its origin and development are considered, it is an achievement in many ways. First of all, the program got its start as the result of a small PTA study group of mothers of pre-school children. After several weeks' exploration of the needs and problems of their youngsters, they keenly felt the need for supervised summer play for these small tots who often get lost in the shuffle in the regular playground programs. Secondly, they concluded that it was possible for them to do something to meet this need—preferably with help, but if not, on their own. And so they began.

They met with some individuals in the community who knew the available resources—neighborhood newspaper editors, a representative of the neighborhood property owners' association and members of the area community council—to discuss possible types of program, possible locations and so on.

As a result, a committee of mothers discussed their proposals with the city recreation department and secured the use of a portion of one of the neighborhood parks, or the school playground, with permission to restrict its usage to the PTA play program during scheduled hours. The department also agreed to provide balls and other small-games equipment.

In order to get some idea of the response from potential participants, a notice was sent home with each school child, briefly stating the possibility of the program, asking return of the blank to indicate interest in having the children attend, noting preferred location and willingness of the mother to volunteer her help. The response indicated that the best location was in the park and that fifty-six mothers would be interested in helping. The gap between fifty-six and the twenty-one who actually worked in the program is accounted for by the fact that many of the mothers lived quite a distance from the selected location.

As plans progressed, it seemed necessary to train the mothers who would actually participate in the program. Therefore, four sessions were held at the school under the leadership of two of the PTA members who had had previous professional recreation experience and training. These sessions were devoted to the specific types of activities desirable for children four to eight years of age, including active and passive games, crafts, music and stories. At one meeting, a staff member from the Nursery School Association discussed the psychology of pre-school children and the preferred methods of handling them in group activities. At another meeting, a children's librarian gave pointers on story-telling. An effort was made to keep a "light touch" to insure an informal, flexible program and a sense of self-confidence in the ability of untrained volunteer mothers to provide a satisfying experience for both the children and themselves.

And so the plan evolved. The dates were set for a six-weeks' program, three mornings a week, to be held in Forest Hills Park. The plan of organization required an over-all captain for the program as well as a captain for each of the three days who would be responsible for the planning of special events and for checking on the four assistants scheduled to help her.

A registration system provided for securing the name, address, phone number and age of each youngster. Each card was checked with a black check if the child was permitted to attend by himself, with a red check if he was accompanied by his mother or another person responsible for him. As each child enrolled at each attendance, he was given a numbered tag to correspond with his number in the general file. This supplied the captain in charge with a double check, to insure the safety of each participant. The date was then stamped on the child's file card for each attendance.

Through the excellent cooperation of

the three neighborhood branch libraries, it was possible to schedule a special story hour, directed by a children's librarian, once each week. The city recreation department also made possible a visit from the Traveling Zoo.

One of the mothers who lived at the edge of the playground area rendered yeoman service by providing storage space for equipment, telephone use for emergencies and other services.

The program opened on June nineteenth with the registration of forty-eight children of ages three to nine. (The original plans called for age limits of from four to eight, but a few exceptions were made.) It speaks well for the women in charge that the first day was a most exciting one for the children, that all went "without a hitch" and gave real satisfaction.

The entire program was planned so that it would be flexible and informal. A typical day went something like this:

9:30 a.m.	Flag-raising and singing.
9:45 a.m.	Active games.
10:15 a.m.	Quiet games, handcrafts or storytelling.
11:15 a.m.	Flag lowering and songs.

The children were divided into groups of four-to-six-year-olds and seven-to-nine-year-olds, for all activities except the opening and closing ceremonies and special events. Games and handcrafts varied according to the skills and tastes of the leaders. These included such things as finger painting, the making of Indian hats and pinwheels and poster making.

Unfortunately there is no adequate way of measuring the success or failure of such a program. However, the expressed satisfaction of the mothers who participated, the thanks of those whose children attended, the eager response of the children—all these indicate that for a first year it had many elements which were good. The following table may also substantiate the claim to success.

Statistical Report

Total registration	168
Total attendance	851*
Average attendance	56
Number of days of program	15

*Figure does not include non-registered visitors.

Registration by Ages

7 years of age 35	5 years of age 26
4 years of age 34	8 years of age 17
6 years of age 31	3 years of age 9
9 years of age 3	

Attendance by Ages

Age	1-6 times	7-12 times	13-14 times	Number Enrolled
3 years	5	4	0	9
4 years	23	11	1	34
5 years	19	7	3	26
6 years	14	17	6	31
7 years	26	9	1	35
8 years	13	4	1	17
9 years	3	....	....	3

It is interesting to note that the six-year-old group had the most regular attendance record. Also, among the children who attended only once, twelve asked to be registered on the day of the zoo trip and then did not attend again.

Within a week following the closing of the program, double postcards were sent to those families whose children had attended more or less regularly. These cards, made up with a half to be returned, indicated our pleasure in helping the youngsters to have a happy time and asked for return information concerning the child's experience. Specifically, the questions asked were: Has the play program helped your child? How? If you have a child seven to eight years of age, was the program a suitable one? Would you like a similar one next year? Would you be willing to help if the program is repeated?

Out of about seventy-five cards sent out, thirty-two were returned—many giving specific answers. Typical of these were: "My daughter seems to share and cooperate better with other children"; "It made him more congenial"; "Made him feel more independent"; "It gave him a planned program of activity. He called it 'my camp' "; "The idea of leaving mother for school has been established"; "More independent, the children continue entertaining themselves, doing the things at home. They make a better evaluation of casual playmates, and it gave them something for which to look forward." There was some indication that the program had not been quite mature enough for the older children. A large percentage of the mothers agreed to help if the program is planned for another summer.

In conclusion, it seems that the project has proved of value in many ways. First, it provided interesting, safe play for a sizeable group of pre-school youngsters for a portion of the summer. Second, it established a precedent for such a program staffed by volunteers. Third, it was accomplished at a minimum of expense—under ten dollars—and with a minimum of equipment. Fourth, the relationship established between the women who decided to "do something other than criticize" in order to meet their children's needs has been a rich and meaningful one.

On the basis of this experiment, it seems desirable to recommend that some such program be continued, possibly enlarged, either under volunteer auspices or, preferably, with at least one experienced, paid leader who would supervise the volunteers at more of these centers.

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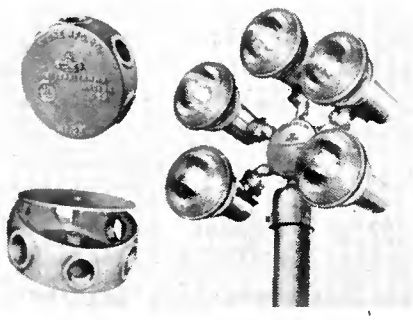
Recreation MARKET NEWS

Outdoor Floodlights

New, weatherproof cluster lights for outdoor protective lighting, recreation areas, parking lots, boundary fence lighting and other outdoor uses are provided with the new Stonco Cluster Box Number 25, announced by the Stone Manufacturing Company of Elizabeth 4, New Jersey.



Designed to conserve critical aluminum, the new unit combines tough aluminum alloys that are precision die-cast under tremendous pressure to provide greater structural strength with less aluminum by weight than in conventional wiring troughs. A removable cast aluminum cover plate, sealed with a heavy cork gasket, provides quick, easy access to inside wiring and speeds up installation and the addition of supplementary lampholders. Each box has six holes tapped one-half-inch IPS to take from one to five standard lampholders for standard 150-watt, 200-watt and 300-watt outdoor weatherproof reflector bulbs. Accessories immediately available include slip fitters for pipe mounting and brackets for wall mounting, although mounting directly to one-half-inch conduit is made without accessories.

Model Aviation Kit

The Plymouth Motor Corporation, sponsors of the International Model Plane Contest, are offering special courses and materials, in kit form, to recreation departments, schools, civic organizations and clubs at nominal cost. These kits, AMA (Academy of Model Aeronautics) approved and meeting every requirement for AMA competitive flying, are designed to guide a model builder through a group of well-chosen model types which ultimately prepare him for competition. Complete with photographs, drawings, illustrations and step-by-step directions, these kits are also proving to be invaluable to leaders and teachers with no training in model aircraft, as well as to those who are experts, in helping them to organize and teach their model aviation groups. Interest in this hobby with a purpose—to build character in young Americans—is becoming more and more widespread. In Detroit, Michigan, model aviation is a featured course in the public schools; in Cincinnati, Ohio, model aviation is a regular activity of the city recreation department; and, in many cities, it is included in the program of the various service clubs.

Further information regarding the Plymouth Aero League program can be had by writing to the Contest Manager, International Model Plane Contests, Plymouth Motor Corporation, Detroit 31, Michigan.

For Camp Directors

Artvue Albums solve the problems of camps seeking a more effective way of advertising their merits. Utilizing actual photographs of camp scenes and activities, plus printed details, the albums can be mailed directly to prospective candidates at the rate of two cents each or sold as mementos.

To order these albums from the Artvue Post Card Company, 225 Fifth Avenue, New York 10, New York, send eleven photographs of your camp, with titles for each—ten of these photographs to be used for the inside folder and the eleventh for the cover design. The minimum order must be for one thousand albums, which sell for 16½ cents each. Two thousand albums cost 14½ cents each; four thousand, 12½ cents each, with prices including the cover art work, cover title and the title for each inside picture.

Knitting Machine

The Knitmaster precision knitter is a new development in knitting machines. Fabricated of steel, the machine makes non-curling fabric up to thirty stitches wide—approximately eight inches—and as long as desired. Scarfs, hats, berets and mittens can be made complete on the machine, while larger articles—such as afghans and sweaters—can be made in strips and then sewed together.

The knitting operation consists of three simple steps: winding yarn on the pins; releasing the previous row of stitches with one movement; "casting over" the new row of stitches with a few sweeps of the hand.

The major advantage of the Knitmaster is that simple stitches need not be individually cast over—making this an ideal device for young and old who have never knitted before and who wish to create useful articles.

In addition, the fact that the Knitmaster is a machine makes it especially suitable for the use of men in occupational therapy who wouldn't be seen with a pair of knitting needles in their hands, but to whom the Knitmaster proves a challenging tool. For further information, write to the Ainslie Knitting Machine Company, 740-750 Grand Street, Brooklyn, New York.

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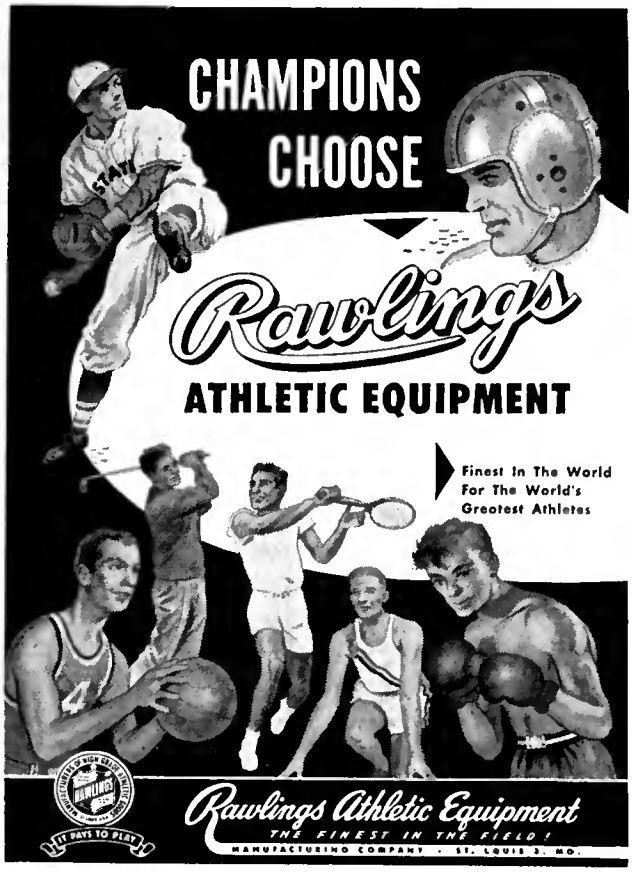

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Size of pages: 9 x 12 inches.

The book itself is as colorful and beautiful as the Indian ceremonial dances which the authors know so well from their personal contacts with tribes all over the country. It contains both simple and complicated geometric and floral designs and rosettes worked out by various Indian tribes such as Sioux, Cheyenne, Ute, Lake Indians, Blackfoot, and Apache.

Also included are a short history of beadwork of the American Indian and discussion of types of beading and looms. Here, too, are tips and hints on bead selection, sewing, and treatment of materials, so that any boy or girl can learn the craft quite easily.

Provide your craft leaders with *American Indian Beadwork*. It is the answer to their many requests for reliable patterns, methods, and information on this great art of the Indian, attractively presented. Order your copy today. $5.00

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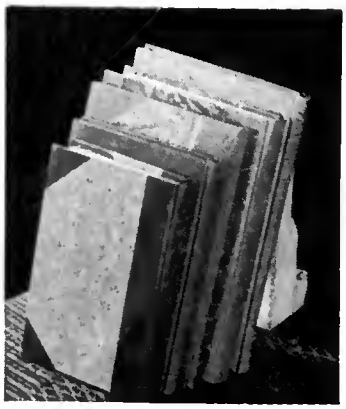

new Publications

Covering the Leisure-time Field

More Fun in the Water

Eidola Jean Bourgaize. Association Press, New York. $2.00.

Published in February, in plenty of time for those who are planning a summer water program, *More Fun in the Water* is not a book on swimming techniques but, rather, a progressive presentation of water games. Starting with games for the non-swimmer, under the title of "Fun for the Landlubber," it proceeds step-by-step, in every succeeding chapter, with games which require more skill in the water and which will help the beginner to improve his swimming ability. "Today there are many water games which are fun, exciting and *safe*," writes the author. "Most of these games are modern but it has taken centuries to develop them." He gives special credit to the YMCA aquatic program for experimenting with, and testing, such games through the years. Water stunts, contests, parties and pageants also are included. Some of this material will be reprinted in the June issue of RECREATION.

High School Intramural Program

William W. Scheerer. Burgess Publishing Company, Minneapolis, Minnesota. $2.00.

This manual, designed to help the coach, faculty member or anyone interested in promoting an intramural sports program in high school, contains an excellent selection of games, contests and tournaments which also should be very useful to the recreation director. Its publication is the result of a study made under a grant from the Carnegie Foundation, augmented by study through the Intramural Section for the College Physical Education Association.

The aim of intramural sports programs is to reach as many students as possible with sports that will have a carry-over value long after the students leave school. Clear and well-tested rules are given for such games and sports as touch football, basketball, one-half court basketball, softball, six-player softball, ping-pong or table tennis, horseshoes, golf, track and field meets and so on.

State Recreation Organization and Administration

Harold D. Meyer and Charles K. Brightbill. A. S. Barnes and Company, New York. $3.50.

Dr. Meyer and Mr. Brightbill, collaborating again as authors, have prepared an interesting book upon the important subject of state recreation services. Designing the book primarily for students as a classroom text, they have compiled and presented a great deal of helpful information upon recreation services available primarily to communities through the many different kinds of state agencies which offer these services — recreation, education, welfare, health, library, park, forest, fish and game, highway, planning, resource development, youth agencies, universities and the cooperative agricultural extension services.

The authors profess a "strong conviction that certain patterns of procedure and structure, adjusted to local conditions, will result in the maximum of desired results" in providing state recreation services for communities. It is clear, from the arguments presented and from the bulk of the material devoted to state recreation commissions, that their conviction is for such commissions. The book also offers a great deal of very informative material concerning the North Carolina, Vermont and California programs which were established by legislative action between 1945 and 1947.

In addition to the material on existing programs, Dr. Meyer and Mr. Brightbill include chapters on the administration of state recreation; the development of state recreation services, surveys and inventories; legislation and the coordination of state recreation; finance and staff.

High Times

Nellie Zetta Thompson. E. P. Dutton and Company, Incorporated, New York. $2.50.

This book was published several months ago, but the exigencies of space prevented its review. It's much too good to let pass, however! In fact, it's the answer to fervent prayers for new, sparkling ideas for that so-hard-to-plan-for group—the teen-agers and young adults.

First of all, it's *full* of themes—themes for banquets, proms, parties, dances and other social affairs! Glamorous themes, amusing themes, original themes — with just enough on decoration and programs to get the group going. But it also gives new and really good ideas for decorations, favors, publicity, invitations and what to plan for the program.

Anyone who works with groups of young people in planning dances, banquets and such affairs knows how much a book like this is needed. Every leader of such groups should sit right down and order a copy from the publisher. We heartily recommend it!—*Virginia Musselman*, Correspondence and Consultation Bureau, National Recreation Association.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

April, May and June 1951

HELEN DAUNCEY Social Recreation	Jefferson County, Kentucky April 2-5	Charlie Vettiner, Director, Jefferson County Playground and Recreation Board, Louisville 2
	Huntington, West Virginia May 28-31	Marvin A. Lewis, Cabell County Recreation Board, Field House
	Lexington, Kentucky June 4-8	Miss Anna S. Pherigo, Executive Director, Board of Park Commissioners, Gratz Park
	Toledo, Ohio June 11-15	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
RUTH EITLERS Social Recreation	Toledo, Ohio June 4-8	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
ANNE LIVINGSTON Social Recreation	Pasadena, California April 2-5	Cecil F. Martin, Director, Department of Recreation, 1505 East Villa Street
	Burbank, California April 9-12	William F. Keller, Superintendent of Recreation, 111 West Olive Street
	San Antonio, Texas May 7-11	Miss Lou Hamilton, Director, Recreation Department, 706 Simpson Street
	New Orleans, Louisiana May 14-17	John Brechtel, Assistant Director of Recreation
	Corpus Christi, Texas May 21-24	William P. Witt, Superintendent of Recreation, Box 1622
	Fort Worth, Texas May 28-31	R. D. Evans, Superintendent of Recreation, 215 West Vickery Boulevard
	Waco, Texas June 4-8	John Morrow, Superintendent of Recreation, City Hall
	Salina, Kansas June 11-15	David A. Zook, Superintendent of Recreation, 302 City Hall Building
MILDRED SCANLON Social Recreation	Vancouver, Washington April 2-5	Carl Gustafson, Supervisor of Recreation, Memorial Building
	Pocatello, Idaho April 9-12	Mrs. Orlean Hronek, 327 West Carson Street
	Orlando, Florida April 16-20	Dr. R. L. Fairing, University of Florida, Gainesville
	West Palm Beach, Florida April 23-26	Dr. R. L. Fairing, University of Florida, Gainesville
	Fort Lauderdale, Florida April 30-May 4	Dr. R. L. Fairing, University of Florida, Gainesville
	Miami, Florida May 7-11	Dr. R. L. Fairing, University of Florida, Gainesville
	Tampa, Florida May 14-18	Dr. R. L. Fairing, University of Florida, Gainesville
	Pittsfield, Massachusetts June 18-22	Vincent J. Hebert, Superintendent of Parks and Recreation, 52 School Street
FRANK STAPLES Arts and Crafts	Grand Forks, North Dakota April 2-5	Homer D. Abbott, Director of Recreation, Board of Park Commissioners
	Yuma, Arizona April 16-19	Wayne Cunningham, Superintendent of Parks and Recreation
	Manhattan, Kansas April 24-26	Miss Mary Elsie Border, Assistant Club Leader, Division of Extension, State College of Agriculture and Applied Science
	Wichita, Kansas April 30-May 3	Pat Haggerty, Superintendent of Recreation, 401 City Building
	Salina, Kansas May 7-10	David A. Zook, Superintendent of Recreation, 302 City Hall Building
	Niagara Falls, New York May 21-June 1	Myron N. Hendrick, Director of Recreation, Office of the Bureau of Parks, City Hall
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Vol. XLV Price 35 Cents No. 2

On the Cover

"When I was a boy, there was but one permanent ambition among my comrades in our village on the west bank of the Mississippi River. That was, to be a steamboatman. We had transient ambitions of other sorts, but they were only transient. When a circus came and went, it left us all burning to become clowns; the first Negro minstrel show that ever came to our section left us all suffering to try that kind of life; now and then we had a hope that, if we lived and were good, God would permit us to be pirates. These ambitions faded out, each in its turn; but the ambition to be a steamboatman always remained."—Mark Twain, *Life on the Mississippi*. Photo, courtesy Massic-Missouri Resources Division.

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Next Month

June presents a special *Summer Issue* of the magazine. It will be filled with ideas pertaining to summer program, planning, operation, facilities, equipment, suggestions for special activities and pursuits enjoyable in this best of all seasons. Program leaders, don't miss this!

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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Printed in the U.S.A.

CONTENTS

General Features

This Period of Emergency (editorial) Joseph Prendergast 61
Recreation Comments 63
Things You Should Know 64
Recreation in Veterans Administration Hospitals 65
Where Do You Walk, Mr. Peattie? Audrey Blackford 69
ENAL—Italy's National Recreation Association, Lois Fahs Timmins 71
The Need for Recreation: What Is It? Marion Robinson 83
About Boston Congress, T. E. Rivers 87
A Family Vacation on a Budget, Regina Z. Kelly 88
Bird Watching Is Fun, Costs Little, Teaches a Lot, Edmund Leamy 96
Recreation and Park Year Book 90
Here We Go Square Dancing 94
Needs in New Housing Units, Mrs. Roy V. Wright 104
Are We Adequately Meeting Local Needs? 107
In Memoriam 108

Administration

Pattern for Cooperative Community Planning, Marion Preece 74
Suggestions for Recreation Training Programs in Colleges and Universities, Willard C. Sutherland 91
A "Flash Drive" Pays Off, Mrs. Lloyd L. Grant 99
A Study of Personnel in School Recreation 103
Wading Pools . . . An Asset or a Liability? 106

Program Activities

Planning for Joseph Lee Day 68
National Music Week 76
Creative Dramatics in the Recreation Program, Agnes Haaga 77
Themes for Your Senior Prom, Beth Wallace Yates 80
Storytelling for the Not-So-Young, Anne Majette Grant 86
City Pays Honor to Founders of Play 95
Fingers in the Soil, Frances M. Miner 98
Have You a Program on the Fourth? Robert Kresge 102
How To Do It! Frank A. Staples 109
Recipes for Fun—A "Spring Tonic" Party
Rodeo Party 113
What Is a Do-Dad? 115

Regular Features

Personnel, Opportunities for Summer Employment, W. C. Sutherland 110
Recreation Suggestion Box 117
Magazines and Pamphlets 118
Recreation Market News 119
New Publications 120
Recreation Leadership Courses Inside Back Cover

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

THIS PERIOD OF EMERGENCY

Joseph Prendergast

On Saturday, December 16, 1950, the President proclaimed the existence of a national emergency.

As we all know, mobilization for defense in this day of total war and total defense is more than just the mobilization of our armed forces. It is a mobilization of all the resources of the nation, including those services essential to the health, welfare and morale of the men in uniform, the defense worker and the home front.

Recreation, both active and passive, is a basic human need. It is particularly important in any emergency period. This was proved beyond doubt in World Wars I and II. It is being proved again, now.

America has the recreation resources to meet its recreation needs. It has the experience of two world wars to build upon in mobilizing these resources. In mobilizing recreation on a national scale, it is essential to rely heavily upon all the private and public recreation resources of the country—at national, state and local levels.

The National Recreation Association has been participating in a number of conferences in Washington and in New York on defense programs of national governmental and non-governmental groups and agencies, through which a broad background knowledge of defense programs, plans and the community needs resulting from the emergency has been acquired.

In addition, the specific needs of communities faced with defense-related recreation problems are being revealed in the reports of the association's regular field staff, at regional conferences and through individual requests to the association.

In January, the association appointed a National Advisory Committee on Defense-Related Services of the Association of fifty of the outstanding park and recreation leaders throughout the country who represent the major national professional groups in the field of recreation and are a representative cross-section of local park and recreation executives who had war-recreation experiences in World War II or are now executives in communities impacted by the defense program or both.

I mention this committee because I want you to know that any action taken by the association with reference to any defense-related recreation matters is being taken, and will continue to be taken, in consultation with you who are on the "firing line" of recreation.

We, in the recreation movement, have the responsibility to provide recreation facilities and services for the men and women of the armed forces during that period when they are in this country and away from their posts and stations.

The extent to which we provide them with adequate and satisfying recreation facilities and services will, in large measure, be the extent of our own personal contribution to the fighting efficiency of our country.

I believe that it is our responsibility to make sure that our recreation facilities and services are made available. It will not be sufficient for us just to sit with a willing smile on our faces, waiting to be asked. It's up to us to do the asking.

As we all know, one of the significant recreation developments in World War II was the tremendous extent to which industries turned to recreation to maintain and increase production through increase in the efficiency of the individual worker and reduction in turn-over and absenteeism. It was found that good recreation opportunities for the worker and his family help to maintain morale, relieve the stress and strain of high productivity and prevent the disruption of normal family living.

We cannot ourselves build new defense plants, manage them or work in them, but we can provide those necessary recreation facilities and services which will help to increase the productive capacity of our country by increasing the productive capacity of every defense worker.

I believe that the recreation movement is definitely concerned with civil defense and that it can make a real contribution during pre-attack, attack and post-attack periods. Local recreation and park agencies have areas, buildings, facilities of all kinds which could or should be used; they have trained personnel to administer those facilities and to handle large groups of people; they could do a great deal to build up and sustain the morale of people in bomb shelters and so forth, through the proper use of recreation programs; and they could do a great deal along similar lines for the morale of the civil defense organization itself.

Recreation also is important to general civilian morale. Modern defense affects the life of every civilian—the children of all of us, the average citizen in fear of atomic bombing, the youth who is about to be called to service, his family and friends. The last war also demonstrated the need for recreation which will provide vigorous and adventurous activity for youth to help counteract war-time delinquency, for the all-day care of children of mothers working in war jobs and for normal living experiences for all children if they are to grow up to become the sturdy, emotionally mature adult citizens of the future with whom democracy will be secure.

Above all, we must not neglect our normal on-going services; we must not sacrifice our basic recreation concerns in order to promote defense recreation services. A period of emergency is a period of strain, but it is also a period of opportunity. It is for us in the recreation movement to use this period of emergency to show the people of America and their chosen officials that recreation not only contributes to the national defense effort, but is basic to the very way of life for which we may yet be called upon to fight.

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"Whither 'Western' Square Dance?"

Sirs:

I agree heartily with the point of view which the author of this article has taken . . .

Frankly, I . . . even view with alarm the fact reported in *Sets in Order* that although there were originally fewer than two hundred clubs in the Los Angeles area, within a year there has been an increase to a total of over six hundred clubs, each club with from ninety to two hundred members, from thirty-five to two hundred callers. I contend that such astronomical growth is neither normal or desirable.

In addition to my "view-with-alarm" theme, let me say that I am more concerned with the multiplicity of new dances which constantly are being presented. Each issue of *Foot 'n' Fiddle*, *Sets in Order*, *Let's Dance*, *The Round-up* and *American Squares* contains new dances that some frustrated caller has devised with the feeling that really to hit "big time" he must come out with something new . . .

Last year, in an attempt to be just a little constructive in this whole matter, I wrote to leaders throughout the country and asked them to list the ten most popular couple dances. I received from seven leaders a total of twenty-seven different couple dances. Tabulating these, the following headed the list in popularity: 1) The Black Hawk Waltz, 2) Cotton-Eyed Joe, 3) The Texas Schottische (or some variation of it), 4) Laces and Graces, 5) Varsouvienne, 6) Susan's Gavotte, 7) Road to the Isle and 8) Boston Two-Step. The Jessie Polka rated only one vote and I would be very happy to see it remain in this position in view of its cockeyed choreography.

In the near future, I plan again to write this same request to leaders throughout the country and I wager that in the new listing eight out of the ten probably will be some entirely new dances.

Another cause for concern is the zeal with which exponents of the California brand of "western" square dancing are attempting to convert others to their style. Bob Osgood, editor of *Sets in Order*, and others have toured the East in an attempt to set up a series of institutes.

In the November 1950 issue of *Let's Dance*, published by the Folk Dance Federation of California, there is an article by Guy Merrill, who recently completed a six-months' tour cross-country trek. In this article he states: ". . . The American people today we feel do not want contra dances, Appalachian circle dances, singing games, Texas dances, or any other sectional style in particular. They want what they themselves call square dances. The nearest fulfillment of this style is our own western style."

It is this latter point of view about which it seems that most leaders are concerned since we feel that the type of dancing that is indigenous to any area should not be hybridized with that of some other section and, above all, that square dancing and folk dancing should never be standardized.

Would a discussion group at the next recreation congress help clarify this situation? I think that there would be considerable interest in such a session.

LAWRENCE V. LOY, Extension Specialist in Young People's Programs, University of Massachusetts, Amherst, Massachusetts.

This Business of Counting Attendance

Sirs:

The subject of attendance reports is one with which we have been very much concerned here in Seattle. Recently we asked a number of cities and the National Recreation Association for copies of their attendance charts. We have reviewed these forms with a great deal of interest and hope to be able to return the entire file with some comment. I have always found a reluctance, on the part of the public, to want to accept the multiplication index as now indicated in preference to the straight count on a three-time per day use basis. This perhaps is only my own experience.

BEN EVANS, Director
Department of Parks
Seattle, Washington

Sirs:

This subject has been debated for a long time and will probably never be worked out to everyone's satisfaction. However, I was impressed with the way Mr. Rochford explained the system used in Long Beach. It should be useful to some of the cities that are in doubt as to a good method of taking attendance—and reporting it. We use almost the same system in our city and are glad to know that it is still recommended.

RUSSELL J. FOVAL, Superintendent of Recreation, Playground and Recreation Board, Decatur, Illinois

Contributors:

In submitting articles for RECREATION, please remember that *it is important* that manuscript typing be double-spaced.—Ed.

Things You Should Know . .

• TWO RULINGS REGARDING PARKS recently handed down in California are:

A park is a park, not a parking lot, a decision reached by Braeme E. Gigas, city attorney for South Pasadena in response to a request from an industry to use Arroyo Park as a parking lot for the firm's cars. A park used for commercial parking, according to Mr. Gigas, would be "clearly incompatible with the use of parks as known in the United States."

If the city council wants to build a street through a park, the people must so consent, according to Robert E. Cassin of San Jose, who based his ruling upon a city charter provision which states that park land is inalienable and, therefore, cannot be used for other purposes. Some attempt was being made to extend a street through St. James Park.

• HANDBALL has recently declared itself independent of the Amateur Athletic Union, according to a United Press release, and has announced formation of the Amateur Handball Union to handle all national activitics. Announcement of the split was made by Robert Kendler, president of the Town Club in Chicago, who was named president of the new organization.

• THIRTY RECREATION WORKERS from private, state and federal hospitals and institutions in Kansas met recently and voted to organize a Kansas Hospital Recreation Association in order to raise professional standards and exchange ideas among hospital recreation workers. A five-member committee, elected to formulate a proposed constitution for the organization, includes Chairman Wayne Bartels, Recreation Director, Larned State Hospital; David Gillispie, Winter Veterans Hospital; Mary Palmer, Topeka State Hospital; Ed Love, Menninger Clinic; and Frederick Thomas, Osawatomie State Hospital. Dr. Edward D. Greenwood, Director, Children's Division, Menninger Foundation of Topeka, and Arthur Todd, of the National Recreation Association, were elected consultants to the group.

• AN UNIQUE LEGAL WORKING AGREEMENT, formulated in Glenview, Illinois, binds the park district and the community Consolidated School District No. 34 for a period of twenty-five years.

Benefiting both the park and school districts, as well as the citizens who pay the taxes, the agreement states in brief that the school board shall turn over its school ground property—located on three new school sites—to the Glenview Park District to equip, construct, maintain, landscape and operate for joint school and park district recreational purposes. According to the lease, the cost for development of these new school sites will be paid for by the park district. In addition to the joint use of the grounds, the buildings will be offered to the park district, when not serving school purposes, free of charge for community recreation purposes.

At the close of the twenty-five year period, the school board agrees to renew the lease for a second twenty-five year period should the park district desire to exercise this option. Thus the school board has committed its grounds for recreation purposes for the next fifty years while the park district only is held for its share of the lease for the next twenty-five years.

• A TAINT OF "STAND-PATISM" indicts the park man who is not meeting the challenge of today's greater opportunity to obtain more money and increase park usage. So stated John D. Pennekamp during the recent Park and Recreation Training Institute at Highlands Hammock State Park in Sebring, the first meeting of its kind to be held in the South.

Mr. Pennekamp, chairman of the Florida Board of Parks and Historic Memorials and associate editor of the *Miami Herald*, further pointed out that there is a well-defined belief that park properties are maintained, in large measure, for a very few people. . . . "You come away with the over-all impression that our parks are places where poets may drift dreamily about and commune with an understanding nature. Or where authors go for inspiration in solitude and to escape interruption. . . .

"Our parks are a place of signs—verboten signs. 'Don't Go Beyond Here.' 'Keep Off the Grass.' 'Closed.' Forbidding 'contact stations' that too frequently look for all the world like bristling, armed guard houses, stand at their entrance. We charge a parking fee and offer nothing to justify the outlay . . .

"Now, then, as a first step to keeping up with the times park-wise, I suggest that it is our responsibility to make each one of these millions who use our parks our own particular convert at every opportunity.

"Increase the usefulness and the appeal of every property. Lower or eliminate the barriers that now are a part of so many of our parks. Let's get more people further into them by offering in each more attractive features. . .

". . . Take down the 'verboten' signs and replace them with signs giving information. The informed park visitor isn't the vandal . . .

"We should organize clubs and societies within our parks—the kind of groups that will keep our feet to the fire while helping us to expand, enlarge and make more useful our work. Let's become assets beyond the limits of our park properties . . . "

Even litter patients are able to participate in adapted bowling and other activities, as well as in the playing of especially rigged musical instruments, although they remain in a prone position.

Recreation IN VETERANS ADMINISTRATION HOSPITALS

MAY TWELFTH is National Hospital Day. The day is primarily medical in its significance, but the vast expansion of recreation in hospitals during the last decade has made the occasion meaningful to a large segment of the recreation profession.

Planned recreation for sick people is certainly not a new idea, but the past few years have seen hospital recreation come of age through a clear definition of goals, adequate adaptation and control of program activities and a general awareness on the part of the professional hospital recreation workers themselves as to their responsibilities in the over-all medical treatment program.

The Veterans Administration Recreation Service has incorporated these principles into its work with more than one hundred thousand patients in nearly one hundred fifty hospitals. In contrast to the average community hospital, where there are few long-term patients, over seventy-five per cent of the total VA patient population has been hospitalized for more than thirty days. The long-term population includes large numbers of patients with chronic medical and surgical disabilities, as well as psychiatric and tuberculous patients. The recreation program is conducted for everyone, but emphasis is placed upon activities for long-term patients. Recreation has been accepted by the Department of Medicine and Surgery as a part of the total VA medical program.

The development of hospital recreation as a profession has been a gradual, but a logical, one. The first step was the recognition of the need in hospitals for certain recreation services. Recreation duties were then assumed by an already-established profession (occupational therapists frequently assumed the responsibility for recreation activities in hospitals). Finally, as the role and objectives of hospital recreation became more clearly defined, a complete separation of recreation took place and a new professional field was formed. Hospital recreation workers who possessed the qualifications of the first-rate community, church or school recreation worker, and who could adapt their leadership skills and techniques to the peculiar problems of the hospital situation, demonstrated to the medical profession that here was a valuable new tool at the doctor's disposal.

Hospital recreation owes much to the professional stature achieved in recent years by the over-all recreation

The program is not unlike that of a large community or school, the countless activities covering both active and passive recreation for individual and group use.

Hospital recreation programs must "help the doctor cure the patient" and be adapted to needs and capabilities.

field. Colleges and universities are offering courses leading to majors and, in some cases, to degrees in recreation. Church, community, state and federal recreation programs have gained public recognition as social essentials and are professionally planned, organized and executed. The armed forces drew heavily upon these civilian recreation sources for personnel to man their recreation programs in World War II and developed a wealth of new leaders. Because many of the armed forces programs were designed for use in rehabilitation and convalescent hospitals, hospital recreation techniques were refined to a great degree.

The story of the expansion of the VA medical program in 1945 is now history. Faced with the stewardship of the affairs of eighteen million veterans, including more than one hundred thousand patients in VA hospitals, General Omar Bradley, then administrator of veterans affairs, directed the establishment of the Special Services program* under General F. R. Kerr, of the Army Special Services staff. The recreation program is under the direction of W. H. Orion, who has been identified with professional community, state and navy recreation programs. There are in the VA today approximately one thousand recreation workers, of whom the greater number are college graduates with professional training in recreation or such allied fields as physical education, music, speech, drama and the like. These professional recreation workers augment their programs through supervised assistance from over forty thousand qualified volunteers each month, drawn from the community, neighboring colleges and universities.

The program at the hospital level is not unlike a large community or school recreation program. A listing of the activity elements would appear superfluous to recreation people, but included are countless individual activities in the areas of adapted sports, music, drama, motion pictures (35mm. and 16mm.), entertainment, radio, hobby and other group activities, social events, tours, outings and so on. These recreational media, however, have a goal beyond the usual objectives of the community recreation program. They must "help the doctor get the patient well." Therefore, while the joy-of-doing is important, the primary objective is medical benefit to the patient.

The philosophy of hospital recreation is best illustrated by specific examples of how recreation programs are adapted for use in hospitals. Hospital sports activities may include those of the average college or school intramural schedule and range from archery to water polo. However, these activities become part of the over-all treatment program and patients participate only with specific approval of their physicians. Recreation personnel keep the physicians informed of patients' reactions to sports activities.

With medical assistance, sports activities are continuously adapted to meet the patients' individual needs and

*VA Special Services encompasses canteen, chaplaincy, library and recreation programs. (See "Recreation for the American Soldier," Lt. Col. William A. Bishop, RECREATION, January 1950. —ED.)

interests. Examples of such adaptations are the modification of orthodox rules so that wheel-chair patients may participate in basketball, and an ingenious use of wheel blocks to enable them to enjoy archery, bait casting and bowling. Even litter patients participate in adapted bowling from a prone position. For tuberculous patients with diminished physical tolerance, archery bows have been whittled down to demand less pull, and lightweight rubber horseshoes have been substituted for the heavier standard shoes. Blind patients are able to bowl more accurately when guided by the sound of buzzers in the pits directly behind the pins. Countless other adaptations have been devised, all with medical approval and guidance.

The same medical guidance and adaptation of activities to patients' needs and capabilities will be found in all phases of the VA hospital recreation program. The music program is particularly effective in psychiatric hospitals. The finding of a suitable music activity for regressed psychiatric patients was solved by the adaptation of the primary grade music activity of the rhythm band.* Even music for listening enjoyment is carefully selected by music technicians under medical guidance. This is especially important where music is employed as an adjuvant in conjunction with shock therapies, hydrotherapy and pneumothorax treatments. Former wind instrument players who had developed tuberculosis have, with the help of music directors and physicians, rechanneled their trombone, trumpet and saxophone interests to the piano and other stringed instruments.

The movie program in hospitals requires that all films be carefully screened and selected to determine their entertainment value for patients and to eliminate those films which might have an adverse effect upon people who are not well. A 35mm. motion picture program is conducted for those patients who are able to go to the auditoriums which have been designed to accommodate wheel-chair and litter cases as well as ambulant patients. For those confined to a ward or room, the 16mm. program has been designed. Bringing motion pictures to bedridden patients necessitates a good bit of ingenuity on the part of hospital projectionists. Adaptations range from ceiling projection for patients unable to sit up in bed to the use of individual earphones so that the sound will be audible only to those enjoying the movie.

Recreation as an Element of the Medical Team:

- Assists patients in adjusting to hospital life.
- Provides additional opportunity for doctors to observe response to activity.
- Orients patients in their physical capabilities.
- Contributes to maintenance of normal physical health.
- Develops interests and skills beneficial during and after hospitalization.
- Aids in social and psychological readjustment.

The hospital drama and entertainment program has ranged from variety shows, minstrels, revues and one-act plays to full length productions of such plays as *Harvey* and *Mister Roberts*. These productions stress patient participation in all aspects from acting to scene painting and the improvising of props. Emphasis is directed towards providing an opportunity for a group of patients to work together in a common project and the solving of common problems.

Dramatic productions are also presented over the hospital radio systems. In all tuberculosis hospitals and in many others, the VA has installed radio systems with individual bedside listening devices, giving each patient a choice of three or four programs. These are either rebroadcast commercial offerings or patient participation programs broadcast from the hospital radio studio. Bed rest, so important in the treatment of tuberculosis, seems to become easier when entertaining radio programs are available. In addition, patients benefit by participating.

Patient radio group recording a show. Many of the hospitals have radio systems with individual bedside listening devices.

Wheel-chair patients enjoy especially devised square dance figures—also basketball, archery, bait-casting and bowling.

*See "Rhythmic Activities in Recreation," RECREATION, April 1951.—ED.

Children from nearby orphanage at a gala Christmas party. VA patients often turn the tables and entertain community people.

when it is deemed medically advisable, in locally-produced radio programs, and act as disc jockeys, newscasters, quiz emcees and the like.

There are many other instances of the adaptation of basic recreation activities for use in VA hospitals. Square dancing has been enjoyed by wheel-chair patients through specially-devised square dance figures; patients confined to bed have taken part in an Easter egg hunt by writing their guesses of hiding places, based upon clues broadcast over the bedside radio; party games have been planned so that whole wards of non-ambulant patients may participate; hospital newspapers are published by patient staffs with bed patients contributing to both the art and editorial departments; model railroading has been a successful hobby activity in tuberculosis hospitals, where ambulant patients construct a miniature railway system in a centrally-located hobby room and bed patients contribute through the construction of individual model railroad cars and other small items.

The sum total of patient participation of 107,192 patients in 149 VA hospitals in an average month is indicative of the extent of the program and constitutes an amazing assemblage of figures:

AVERAGE MONTH
(As of December 31, 1950)

149 hospitals — 107,192 patients

Adapted Sports	
Number of different patient participations*	35,000
Number of times each patient participated	9
Entertainment	
Total patient participations	5,200
Number of activity periods	720
Radio	
Total patient participations	6,800
Hours of hospital originated programs	2,700
Group Recreation	
Total patient participation in social and game activities	556,300
Number of activity periods	14,000
Motion Pictures	
Showings	16,400
Patient attendance	1,007,050
Music	
Number of different patients participating	23,000
Number of activity periods	9,750

*One "participation" represents one patient participating one time in one activity.

Hospital recreation is still in a developmental stage. There have been many obstacles. Some medical staff members have been hesitant to accept new programs. Some recreation personnel have been over-enthusiastic, but such obstacles are being surmounted. The medical profession has given support and encouragement to the recreation leaders and has assisted them in evaluating recreational services in hospitals. The recreation profession has done much to support recreation in hospitals through sponsorship of training programs, the conduct of research projects and by helping to disseminate and exchange hospital recreation information.

Many physicians have expressed their appreciation of the contribution of recreation to medical care, but one of the best summaries of this development of hospital recreation is found in a personal message sent by Dr. Howard A. Rusk to the students of the second annual Workshop in Hospital Recreation conducted at New York University in October 1948. Said Dr. Rusk:

"With the increasing recognition of the therapeutic importance of a dynamic recreation program within the hospital, hospital recreation is passing the 'radio dial and fruitbasket' stage and is becoming a specialized profession."

A group of amputee veterans who had just been separated from the service were reminiscing about their hospital days. Out of this small group there finally arose the organization now known as the Amputee Veterans Association of America, Incorporated. Chartered under the laws of Massachusetts on December 26, 1946, its purpose is to establish "a permanent organization for our common good, mutual benefit and cooperative assistance."

Members formed a softball team in the spring of 1948 and maintain an ambitious schedule. In addition, one of their primary interests is in the development of the five acres of land on the shores of Lake Cochituate in Natick, which have been made available by the Massachusetts Department of Conservation as a recreation area for amputee veterans and other handicapped people.

PLANNING FOR JOSEPH LEE DAY
July 28, 1951

The following materials, to help you with your planning, are available from The National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Children Need a Place to Play (MB 1235)—a play	$ .05
Few of Joseph Lee's Favorite Games, A, (MB 1236)	.05
Introduction to Joseph Lee (F7)	.05
Memorial Issue (December 1937)	.25
Pursuit of Joy, The, (MB 1553)—a pageant	.05
Script of the Life of Joseph Lee (MB 1107)	.05

Audrey Blackford

Where do you walk Mr. Peattie?

ALONG BACK last spring, sometime, Mr. Peattie took a walk. He enjoyed it. He sat down and wrote about it and said to all of us, "Walk into the world!" (See May 1950 issue of RECREATION.—ED.)

Where do you walk, Mr. Peattie? Not in my world. "No more is needed for the walker's pleasure," says Emerson, "than endurance, plain clothes, old shoes, an eye for nature, good humor, vast curiosity, good speech, good silence and nothing too much." All right, I have endurance, lots of plain clothes, many old shoes, two eyes for nature, a supply of good humor, a woman's curiosity, good speech—until I started walking, much silence and nothing too much.

Indeed, I like to walk. This sentence has been repeated many times, in many tones. It has been said in tones of pleading, in tones of begging to be believed, in tones of anguish. Indeed, I like to walk!

This is what actually happens. I prepare for a walk—plain clothes, old shoes, vast humor, silence—except for contented humming, a polishing of the eyes to look at nature and strike—as the saying goes—off across country.

There are fences, two types locally. Type number one is made of high wire. I find a post and climb up the wire steps and then swing over. Rip, snag; there's barbed wire all around the top—put there for me, who else? Surely they don't expect the cattle to jump that high!

Type number two is just a single wire. This means I wriggle under. I wriggle very low, but no matter how low, it's not low enough. Somehow, somewhere, contact is made with that wire and electric currents push me through. This is a mean one.

Well, I am now inside the fence. There are three types of fields. Field type number one is plowed. I start through; a bird sings aloft; I look up and fall down.

Field type number two displays waving hills of grain—pure poetry. I start through and stop. This is somebody's food; I can't tramp it down.

Field type number three is covered with sod. Tum, de, dum, dum—what ease to the feet. But just a minute, why a grass field? I know that it hasn't been planned for me. It's been arranged for Mr. and Mrs. Cow, of course. I hear galloping hooves. I sprint to the fence and slither under, or rip my way over, to safety.

I look yonder at the stately woods and my steps quicken. There is somebody watching—the farmer, his hat on the back of his head. He's thinking, "Now what is she up to? No good, I'll bet." I look at the woods and again at the farmer. He's still there. I kick a stone and skirt the woods. I am even the wrong sex for walking. You can have the old fields; there are roads for walking.

Roads! Ten years ago we moved two miles from town. Jim began stewing about the expense of a second car.

"Don't let's get one," I said.

"But-hut—you've got to have a car," he said.

"Let's wait." An idea was teasing me. "You like to walk. Four miles is just a nice cozy distance." That second car never yet has been purchased.

Our road is narrow, twisty, lovely, banked with honeysuckle. Motorists don't like it. They are even now having the honeysuckle banks cut away, having it widened so that cars can come down it three abreast.

Motorists don't like me, either. I do all I can to appease them. I hug the left shoulder, even stepping into the ditch when two cars pass. I run two of the worst curves. There's no place to jump if two cars pass on these. I behave as a pedestrian should, but they don't like me.

I am a road hazard, but the guilt is not mine. About

AUDREY BLACKFORD *actually enjoys walking, especially from her farm near Staunton, Va., to the nearby village.*

one hundred paces from home a dog joins me. He's big and spotted and his eyes are clear yellow. He pads along, first on my side of the road, then on the other. Now a car comes. The dog watches and waits. Waits till the car is quite, quite near, then he crosses the road. Brakes are slammed on, gears groan, tires slide. I close my eyes. Will they hit me or the dog?

I look at the dog. "All right, brother, you just follow me to town. I'll take you to the police station." He follows along, all over town. We get to the police station; I call to the officers and we look around. No dog. The next time I meet him, I detour to the police station. He pads along. I call to the officers and we look around. No dog. Now, when those men meet me, they smile oddly. What do they mean?

To go back to the road again, men drivers are prankish. They take the curves on two wheels. It isn't unusual at all; I've seen it done. Then again they push the throttle wide open and head straight for me! "But they see me," I tell myself hysterically. "But they're bound to see me!" They do. A whipstitch of a second before they run me down they casually lift a foot to the brake and push it to the floor. The noise is like a road crusher. The car comes to a stop. That is, it's not going forward, but it bounces up and down. Women never do this. They couldn't, or all the children would fall off the back seat; besides, women do not have man's prankish nature.

I close my eyes and I know why I've been spared. My Presbyterian faith says that there is a preordained, prearranged time. There are so many pedestrians going up, an arrangement has not been made for me.

My friends pass me, stop and yell, "Want a lift?"

"I like to walk," I say weakly.

"Oh, come on, get in." They are impatient with subterfuges. They don't really like to stop for me. For one thing, they are traveling fast. They've gone way past me and have to back up; it snarls the traffic, too. No, the motorist doesn't like me even though I do my best to get along with him. However, he could build me a little path beside the road and we could move along together in friendly fashion.

I am at home again, and what does Mr. Peattie say? "When he is back at his own door, with keener blood and clearer eyes, he feels that some minor grace has been granted him." Where is his world?

They say that in England there are miles and miles of walking paths and that when you come to a fence, there are stiles built there just for you. You walk over there easily—just following the path on and on. The fields arranged for cows are well-marked and warnings are given. There is even a law for this.

On these paths you meet your friends of both sexes. They step over to call on other friends seven or eight miles away, play cricket or tennis or croquet, then drink tea and walk home again. Now *there's* a world for walking.

Is there no other solution? Just one. Maybe. I wonder if Mr. Peattie . . . No, of course not. But, if Mr. Peattie could . . . Well, maybe. There is just a tiny chance that Mr. Peattie might come and take me with him in a "walk into the world"—his world.

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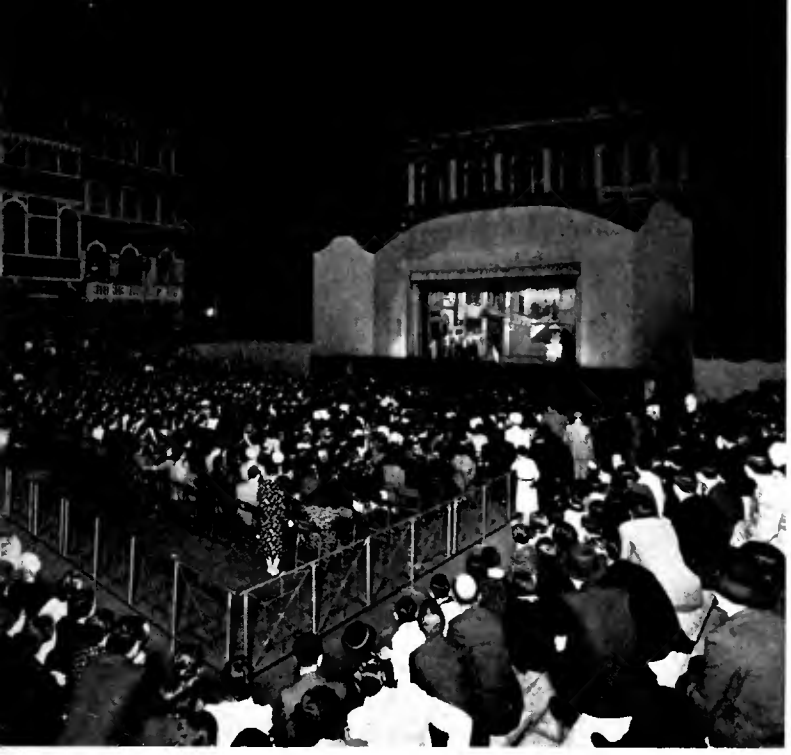
If You Are Drafted . . .

Or if you are enlisting . . . be sure to discuss your education and experience as a professional recreation worker with a classification officer during the required interview. Upon arrival at any post, notify the local special services officer, offering your services for possible use in the post recreation program. Enlisted special services assistants are assigned by the local units.

Officer personnel being activated and interested in work in special services, may file their credentials with the National Recreation Association for forwarding to the proper authorities. (see RECREATION 1951—Ed.)

In either case, it is a good idea to file your latest references and other credentials with the association for use upon your return to civilian status.



At a traveling theatre (Carro di Fespi) of Dopolavoro in Italy.

ENAL--Italy's National Recreation Association

Lois Fahs Timmins, D.Ed.

ENTE NAZIONALE ASSISTENZA LAVORATORI [1]—National Organization for the Welfare of Workers—this is Italy's National Recreation Association. Close to three million members, fifteen thousand local clubs [2] with their own recreation centers, twenty-eight rest homes, forty seaside resorts and mountain colonies, 650 theatres, six thousand libraries, 11,557 canteens, nine strolling motor-cinemas, 6,250 folk festivals, 1,366 night schools—these and many more provide an impressive list of statistics telling of ENAL.

The activities fostered by ENAL are various and numerous, to appeal to different groups and individuals in the population. Art and cultural activities, folk art, games, sports, touring, fundamental adult education, vocational training and home economics, theatre, music, painting, expositions, folk song and dance festivals, choruses, bands and orchestras, handcrafts, athletics, debates, conferences, courses in flower gardening and rabbit breeding tell only a small part of ENAL's program.

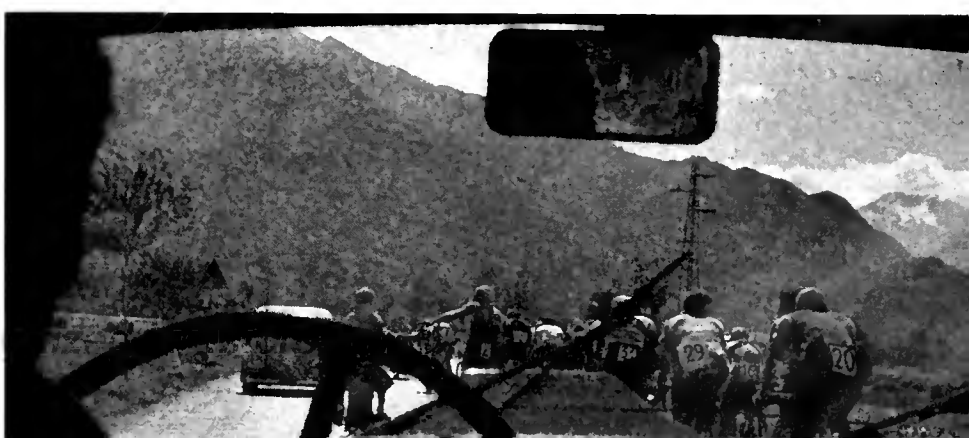
The national office publishes two monthly reviews, *Ricreazione* (Recreation) and *Turismo Popolare* (Popular Tourism), as well as official bulletins and notices. Each of the thirty-three provincial and regional offices publishes a review or paper at least monthly.

Membership is open to all individuals living on their work revenue, without regard to religious or political opinions. The purchaser of an ENAL "services card" has no duty toward the organization, but acquires the right to join in all its activities and

[1] ENAL, Via della Stelletta 23, Rome, Italy. Further information on specific items may be obtained by writing to this address.

[2] CRAL—Circoli Ricreativi Assistenziale Lavoratori.

THE AUTHOR *is at present teaching extension courses at Danbury Teachers College. Last summer she was social director at a UNESCO Conference which was held in Mondsee, Austria.*



This provincial championship bicycle race, sixty miles long, was organized by ENAL.

make use of its facilities and privileges. These last include a lowering of ticket prices of thirty per cent for movies and fifty per cent for theatres and opera, reduction on tickets to sporting events and at sports facilities, discounts in shops where the ENAL card is honored, plus life and accident insurance and eligibility for prizes and small loans without interest.

Workers are not obligated to acquire all of the privileges, but may select those which they wish to obtain. Members living in a village without a theatre are not required to buy the special stamp which allows reduced rates at movies. Those who, because of age or other reasons, do not travel, are allowed to take a card without the special stamp for tourism. The price of the card correspondingly augments the services which the associate is going to secure. The current price of the ENAL card is 270 lire (approximately forty-five cents); complete with all services, including insurance, it reaches a maximum of 385 lire (approximately sixty cents). To frequent local club premises and take part in club activities, the card purchaser must sign as a member of a local club, for which there is an additional fee of approximately fifty lire (eight cents). He may join several clubs or associations if he wishes.

Funds for ENAL are obtained through membership fees and from individual contributions. It is hoped that a new law in the near future will provide an annual government grant to the organization. It has a legal status as a public foundation equal to state administrations, and its performances and activities are partly tax exempt. Some of the directives given to provincial offices by the national organization outline its purposes:

1. To give to recreation and diversion that moral supervision necessary to help the education of modern man.

2. To carry back to mere sociality all post-working providences aiming to improve morally, spiritually and physically the man who works.

3. To favor all associations in the field of recreation for the most efficient attainment for their aims, without binding them to organizational or administrative dependence.

4. To contribute to overcoming the present struggle of the poor, acting for their welfare and trying to check that present spiritual bewilderment which is taking away confidence and unity from civil life and creating the unfortunate human situation because of solitude amidst others.

5. To answer the human rights, especially those relating to the impartial right to leisure and opportunity to rest, and freely to participate in the cultural life of the community, as declared in the United Nations Declaration of Human Rights [3] (articles twenty-four and twenty-seven).

In order to understand ENAL's vast and comprehensive organizational structure, it is necessary to trace its history briefly. Before Fascism, in 1922, recreation was well developed in Italy, although not highly organized on a national scale. The trade unions, industry, cooperatives and the church were taking a larger part in providing recreation for workers. The climate of the country made the local square Italy's natural club room, and these piazzas served as centers of sociability and political activity. Folk arts were prevalent—in festivals, carnivals, singing, dancing and costumes—with the marked regional distinctions so typical of Italy.[4]

"Fascism could not leave all this alone. It came both to serve and to exploit. The Duce said 'We must go towards the people!' . . . From this, benefits would accrue to the regime: people would love it for its gifts and be attached to it by its discipline." [5]

The Royal Decree of May 25, 1925 founded the Opera Nazionale Dopolavoro, with the object of "promoting the healthy and advantageous employment of the free hours of the intellectual and manual workers by institutions directed to develop their physical, intellectual and moral capacity, and to

Swimming pool at one of the local ENAL clubs. An ENAL card costs approximately forty-five cents at current prices; club membership costs an additional eight cents.

provide for the increase and coordination of such institutions, furnishing them and their members with all the necessary assistance." [6]

"Originally set up under the Ministry of Education, the secretary of the Fascist Party soon became the supreme controller of Dopolavoro. The institution was managed from the center through local officials appointed by the government. Through the appointment of these officials, subject to nomination and recall by the Duce himself, the Fascist Party was able to spread its tentacles over nearly every form of cultural, recreational and athletic activity, so that it was very difficult for anyone who had ambitions in any of these fields not to fall under the sway of party organization." [7]

"Under Italian Fascism, exploitation of recreation as a propaganda technique was openly developed. The Fascist Party capitalized upon the Italians' love of being entertained. The public spectacle became Italy's staple industry, with an incessant round of assemblies, parades, marching and countermarching, all in uniform, with flags, decorations, salutes, speeches, songs, chants and fireworks." [8]

"By seizing upon this modest possession [leisure], those regimes managed to change rest into meetings, amusement into hypnotism, education into propaganda and propaganda into

[3] Malavasi, Giocchina, *ENAL, Popular and Social Recreation in Italy*, Rome, 1948. Most of the facts given in this article are based upon this pamphlet. Additional material was obtained personally from Dr. Maria Tabellini of the Research Department of ENAL at National Headquarters in Rome and from personal visits to national, provincial and local offices during the summer of 1950.
[4] Finer, Herman, *Mussolini's Italy*, New York, Henry Holt and Company, 1935. p. 486.
[5] Finer. *Op. Cit.* p. 486.
[6] *Ibid.* p. 487.
[7] *Ibid.* p. 356.
[8] *Ibid.* p. 404-405.

drill . . . We have seen with our own eyes what Hitler and Mussolini made of the Dopolavoro—frenzied masses caught up in noisy, ostentatious celebrations, in aggressive parades which were bound to end in the bloody nightmare of war." [9]

In the latter part of the Fascist regime, Dopolavoro claimed between four and five million members. There is no doubt that without direct governmental intervention, Fascist or otherwise, recreation would not have achieved the status or development it now has in Italy. ENAL without Dopolavoro would certainly not be the extensive, intricately-structured organization of today .

At the failure of Fascism, the Dopolavoro was not suppressed as were other Fascist corporations. Instead, it was transferred to the Presidency of the Minister's Council[10] to continue its work in the new political atmosphere in Italy and in line with the new constitution.

The defeat of Italy in World War II put the entire ENAL organization to a hard test. Movable equipment was dispersed or almost entirely wasted, including the greater part of the sports equipment, ninety traveling movie buses, one thousand film projectors, eight thousand radios, two hundred trucks and trailer trucks, one hundred twenty buses, twenty-five thousand folding chairs and quantities of electrical materials for the traveling theatres and other facilities. Buildings were destroyed or suffered requisition or arbitrary use by occupational forces.

The immediate postwar period was very difficult in Italy. The desperate economic situation, the upset of social life, the housing shortage, lack of food and the problem of refugees caused the organization's change of name from Dopolavoro to ENAL. Out of necessity, program was devoted to an attempt to meet the emergency material needs of workers, and its work took on a social welfare character. However, with the passing of the immediate emergency, it soon became clear that, despite the new name, the organization's chief function lay in the field of recreation.

With the political change from Fascism to the new constitutional democracy in Italy, ENAL had to adapt also to the demands of political reconstruction. The centralized control and limitations upon the activities of the organization in its various echelons were abandoned, and the structure remade to make ENAL a true service organization based entirely upon a voluntary principle. Clubs still may benefit from all the advantages of belonging to the larger organization, but have been placed upon an autonomous basis, responsible only to their members. The national organization no longer interferes in club activities, except to the extent of encouraging and publicizing program possibilities. The national offices can, if requested, be useful in providing trained leadership, equipment and legal protection.

ENAL also has brought into its structure various national amateur associations, which elect committees to work with the national organization. To these associations are given the problems of the development of interest in particular activities—singing, musical bands, orchestra, accordion bands, chess, stamps, billiards, bowling, battledore, tug of war and so forth. Among the most active of these associations is the one on "popular arts," which promotes studies of folklore and ethnography, and has the task of coordinating all traditional Italian popular activities.

At the moment, ENAL has rebuilt nearly eighty per cent of its fortune and has come into possession of almost all of its buildings. Of the ninety-two "carri di Tespit," the well-known itinerant theatres which brought drama to the rural areas and awakened so much interest and admiration in Italy and abroad, ENAL has succeeded in rebuilding only eleven of them. Nowadays these can be used only as fixed theatres, not yet having the necessary equipment for transportation.

Two major problems now face ENAL: money and leadership. These sound familiar to all of us who work in organizations, but in the United States our problems are small compared to those of the men and women working in the recreation field in Italy. In comparison with the U.S.A., the country is poor, the people are poor, salaries are very low and the new government has made little money available for recreation. The ravages of hunger and the physical destruction of war are still evident everywhere.

The people are stunned by twenty-three years of dictatorship, war, occupation and defeat. Leadership is at a low ebb. The middleclass, which provided the political base for Fascism, and from which professional leadership in recreation usually is drawn, is politically disillusioned. Having learned from bitter experience that no matter what position of leadership one takes it leads only to trouble, too few are willing to accept leadership responsibilities.

Yet ENAL continues to offer its great service to the working people. I think of the citizens whom I have seen as I have traveled about our own country—the miners in Pennsylvania, the office workers in New York City, the migratory laborers in Texas and California, the hatters in Danbury, Connecticut, where I live, and Negroes everywhere. I think of the third of our nation, so much richer than Italy, who are still "ill-clothed, ill-housed and ill-fed." I would like to think that some day these Americans will have open to them rest homes, summer camps for their children, travel opportunities, sports facilities and recreation centers such as are available to Italy's workers through the services of ENAL.

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[9] Bodet, Jaime Torres, "Adult Education and the Future of Our Civilization." *Adult Education, Current Trends and Practices,* UNESCO, Paris, 1949. p. 9-10.

[10] Presidensa del Consiglio dei Ministri—the central administrative body. De Gasperi is at present president of this council.

CHANGE OF ADDRESS: Send your new address at least thirty days before the date of the issue with which it is to take effect. Address: Recreation Magazine, Circulation Department, 421 Fifth Avenue South, Minneapolis 15, Minn. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

Pattern for cooperative community planning

Marion Preece

THOUGH THE RECENT ruling of the National Production Board curtails the building of recreation facilities, public recreation departments continue to plan and draw blueprints, anticipating the day when restrictions will be lessened or lifted entirely.

The planning of facilities is one thing; financing the building of them is another and cities are seeking ways to reduce the mounting cost of providing adequately for public recreation. Expenditures have been reduced in some cities where boards or commissions responsible for public facilities have agreed that their buildings or grounds or sections of them could be adapted to the use of community recreation facilities without interfering with their primary purpose.

It has long been the practice in Norfolk, Virginia, for the Board of Education and the Public Housing Authority to grant the Department of Parks and Recreation the use of buildings and grounds for its program. How the Norfolk Park and Recreation Department contributes its share to this cooperative arrangement will be explained later. The city is carrying a ten-year multi-million dollar capital improvement program. Included in it are schools, libraries, low cost housing, parks and playgrounds.

A long range recreation plan made by W. C. Batchelor of Ohio State University in 1946 serves as a guide in all considerations of recreation areas and buildings under the jurisdiction of the park and recreation commission. The Batchelor Plan recommended that Norfolk continue its policy of joint use of public facilities on the part of schools, housing authority and the park and recreation department.

This policy of joint use has led, naturally, to joint planning. The simplest way to explain how this type of planning works in Norfolk is to describe the process as it is now in operation in one neighborhood of the Roberts Park section. The cooperation began with the first essential step—a study to determine the neighborhood's needs. This study was the basis of the present plan for the neighborhood which fits into the master plan for the physical development of the city.

The Norfolk Planning Commission, responsible for the master plan, has the final voice in: (a) the general location, character and extent of all streets, highways, lanes, alleys, parks, parkways, playgrounds and recreation facilities; (b) general locations, character, extent of all public property, buildings and utilities and any change of use, alteration or extension thereof, with special attention to schools and public welfare (hospitals, libraries and so forth) buildings and areas; (c) the general location, character and extent of slum clearance, housing and neighborhood rehabilitation projects.

This report will include only those plans affecting public recreation which are incorporated into three of the major developments of the neighborhood: the elementary school, the housing project community building and the playground-playfield.

When the location of the elementary school was determined, the available land for grounds totaled only seven acres. The Virginia State Office of Education has established a minimum standard for elementary school grounds of five acres plus one additional acre for every one hundred pupils. As the pupil population of the school will be seven hundred, a total of twelve acres is necessary to meet the minimum standard. Five additional acres are needed.

Adjacent to the school ground is the land purchased for a low-rent housing project by the Norfolk Redevelopment and Housing Authority. In section 207.1 in "Minimum Standards and Criteria for Planning and Designing PHA Sites of Low-Rent Housing," it is stipulated that "recreation areas for school-age children and adults must be available conveniently near or within the project. Space for such areas shall be provided on the site where the following condition exists: where existing or planned

AUTHOR *is a district representative on the staff of NRA.*

nearby recreation areas are reported by recreation officials to be inadequate."

By using the table of minimum areas (square feet per project) as determined by the number of dwelling units in the project, the Norfolk Housing Authority was able to grant the use of five acres of its land to the school—thus bringing the area up to the minimum standard for the school ground—and also for a playground and playfield according to the National Recreation Association's minimum standards for play areas.

These twelve acres will be conditioned by the Norfolk Department of Public Works. The park and recreation department will landscape them, lay out the play areas, furnish and install the play apparatus and provide equipment and materials.

The cooperation of the park and recreation department extends beyond the work it is doing on the play areas. It is assisting with the entire plan of the areas of both the school and the housing project. Not a tree is cut down, a shrub moved or new ones planted before the park department is consulted.

Though the functional plans of the school building and the housing community building conform to the purpose each is primarily to serve in the neighborhood, both buildings are being planned so as to be easily adapted to a wide variety of leisure-time activities for children and adults under the leadership of the park and recreation department.

Joint planning resulted in mutual agreements to dispense with some of the generally-accepted ideas as to what one or the other building should incorporate into its plan. One example of this was the decision reached on the gymnasium and the auditorium.

The school, being an elementary one, could not, within its appropriation, build a regulation gymnasium with showers and lockers; nor could the housing project build it if it also had to provide for the numerous services it is expected to give to the tenants of the project and other families of the neighborhood.

No doubt, if the two departments had not worked together, the result would have been a medium-sized combination auditorium-gymnasium in each building. Neither room would have been large enough for community games nor too satisfactory as an auditorium. As the plan has been developed, the school will build an auditorium and the housing project will build the gymnasium, subject to final arrangements for necessary funds.

The auditorium will have a well-equipped stage adequate for school and community use. Seats will be movable so that it also can serve as a multi-purpose room. It will have separate heat controls and outside entrances will be so constructed that the auditorium can be shut off from the rest of the school when in use after school hours for activities of the tenants of the project or any neighborhood groups.

The school also will have a health room—which can serve as a neighborhood clinic, a branch library, a cafeteria and kitchen which may be used for neighborhood dinners or for cooking and canning demonstrations.

Classrooms of the school are, in the main, self-contained. The desks and seats are movable and the rooms can be adapted to the use of children and adults after hours for such activities as drama, music, art, discussion and study groups, classes, clubs and quiet games. A large special activities room equipped for manual arts, domestic arts and crafts also will be available for use after school hours.

The entire school building is planned in units, each unit having ample storage space, separate heat control and outside entrances. Any section can be cut off from the remainder of the building and easily supervised when in use by the park and recreation department for its program.

The housing project, with such facilities as these available to its tenants, did not need to duplicate them and was thus able to allow sufficient space in its community building (which will be separate from the project administration building) for a gymnasium with lockers and showers. During school hours, the school will have the use of the gymnasium for its classes and games. After school and evenings, the gymnasium will be under the leadership of the park and recreation department staff. In addition to this facility, the housing project was able to provide a club room, kitchen, craftsroom and office within the legal limits of its community building allotment of space per number of dwelling units.

The park and recreation department will furnish the recreation leadership for the playground, playfield, housing community building and school building.

The playground and playfield will offer year-round leadership for children and for adults. During the summer months, leadership for the children will be supplemented by the services of specialists in arts, crafts and music.

Leadership in the housing community building will be year-round for children and adults; for recreation activities in the school building, it will be engaged for, and paid on, a per session basis as the program of various activities is promoted. Adequate, responsible supervision of both buildings, while they are in use for recreation activities under the park and recreation department, is guaranteed.

Responsibility for maintenance of the facilities is as follows: The park and recreation department will maintain the playground-playfield; the park and recreation department and the housing authority will share in the maintenance of the project community building; the park and recreation department will pay for the janitor service in the school when that building is used for recreation activities under its leadership. All janitor service in the school will be under the supervision of the custodian of that building. Public utilities for the project community recreation building will be paid for by the park and recreation department.

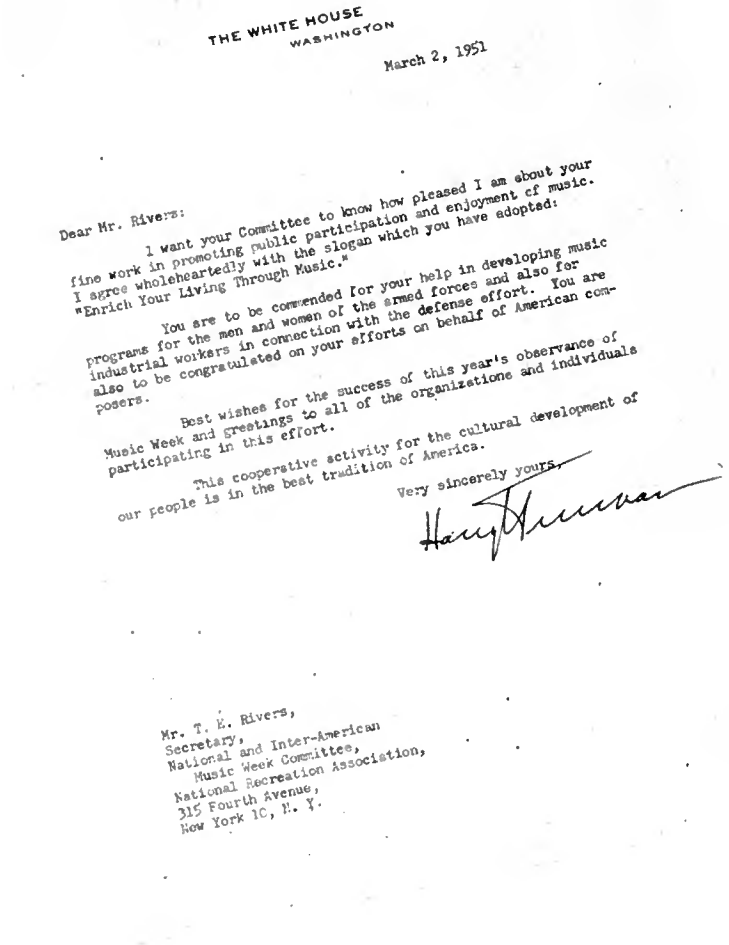
Norfolk's recreation facilities are not limited to those of school or housing properties, nor is it intended that future recreation developments be limited to these properties. The park and recreation department has its own

playgrounds, athletic fields, fine parks and gardens, a city auditorium and a stadium. It has four large community centers of its own and, in addition to these, it has leased the recreation building of the Navy Housing Project and conducts a year-round program for 1,342 navy families.

The backbone of a public recreation department is a neighborhood program within reasonably easy reach of every child and adult in the city. The equitable distribution of neighborhood facilities in Norfolk is assured by the school board, the housing authority and the park and recreation department through its present policy of cooperative planning. This kind of planning is not easy. It is slow; sometimes it is trying. Boards, commissions and housing authorities have convictions as to what their obligations are in providing for their own departments to the best of their ability and judgment. At times, conflicting opinions arise as to what is best for a neighborhood or the city and how the general welfare will be affected by decisions on the services of one department or another.

That the departments involved in the plans for the neighborhood in the Roberts Park section of Norfolk were able to resolve their differences and, through the planning commission, to present a mutually-agreed-upon plan for the final approval of the city manager and the council, testifies to their integrity and sense of civic pride. That Norfolk is succeeding in a policy of coordinated planning, not in one neighborhood alone, but throughout the city, redounds to the credit of its people, its city officials, community councils, commissions, boards, housing authority and the heads of departments who are making it work. This universal interest in the welfare of the city and the thoughtful patient promotion of it are providing Norfolk with excellent facilities at a minimum of cost to its taxpayers.

National Music Week



THE WHITE HOUSE
WASHINGTON

March 2, 1951

Dear Mr. Rivers:

I want your Committee to know how pleased I am about your fine work in promoting public participation and enjoyment of music. I agree wholeheartedly with the slogan which you have adopted: "Enrich Your Living Through Music."

You are to be commended for your help in developing music programs for the men and women of the armed forces and also for industrial workers in connection with the defense effort. You are also to be congratulated on your efforts on behalf of American composers.

Best wishes for the success of this year's observance of Music Week and greetings to all of the organizations and individuals participating in this effort.

This cooperative activity for the cultural development of our people is in the best tradition of America.

Very sincerely yours,

Harry Truman

Mr. T. E. Rivers,
Secretary,
National and Inter-American
Music Week Committee,
National Recreation Association,
315 Fourth Avenue,
New York 10, N. Y.

May 6 to 13, 1951

One observance of National Music Week will be the presentation of a piano to President Truman for use in the White House. The instrument, fashioned cooperatively by members of the Piano Manufacturers' Association, will be given to the President by a group representing the National and Inter-American Music Week Committee, whose office is with the National Recreation Association. Included in the group will be delegates from the armed services and the veterans, in recognition of the important part music is playing in rehabilitation work and in the defense effort.

Agnes Haaga

Creative Dramatics

IN THE RECREATION PROGRAM

Two ten-year-old youngsters present their interpretation of the whitewashing scene from Mark Twain's Tom Sawyer.

A VERY WISE philosopher, Mark Twain, in summing up Tom Sawyer's whitewashing adventure, has given us, quite unconsciously, a fine definition of recreation:

"Work consists of whatever a body is *obliged* to do. Play consists of whatever a body is not obliged to do."

A close examination of the word itself reveals the act of creating anew. Many recreation leaders have looked upon the word and have seen but one channel through which people may be re-created—the physical.

Admittedly there are some human beings who are never so gloriously alive as when swinging a bat or a golf club or performing feats of physical skill. There are countless others, however, for whom this type of play or recreation holds no charm or creative power at all. Some come to life and feel a tremendous surge of creative power only when they hold a paint brush or sing a song, make up a new dance step or match wits with another human being over a game of chess or in a heated discussion on the state of the union, listen to a story or create a character in a play.

Recreation leaders have a job which they hold in common with parents and teachers—a job to release, to keep alive, to channel, human energies: the physical, the mental, the emotional, the social and the spiritual.

Recreation leaders can well afford to ask themselves again and again: "What does recreation mean to me?" The question was asked by Harold Lewis and Glenn Sanbery in an article, "Recreation in Our Church," which appeared in the November 1947 issue of the *Highroad*. Their answer was:

1. It must be creative recreation, not wreck-creation.
2. It must develop interest, attitudes and appreciations more than just games, crafts, athletics and so on.
3. It must be cooperative, not competitive.
4. It must develop personality, character, wider horizons.
5. It must develop self-expression and emotional outlets.
6. It must give a feeling of security, of belonging to a group.
7. It must break down barriers between individuals.

These objectives coincide amazingly with the objectives of a creative activity which is being explored and utilized more and more by wide-awake recreation leaders—creative dramatics.

In her book, *Playmaking with Children*,* Winifred Ward lists the objectives of this informal type of drama created by the players themselves:

1. To give each child an avenue for self-expression.
2. To guide his creative imagination.
3. To provide for a controlled emotional outlet.
4. To help him in the building of fine attitudes and appreciations.
5. To give him opportunities to grow in social cooperation.

Although recreation leaders in the past have recognized the value of drama, many of them have dreaded the prospect of being responsible for this phase of a recreation program. For them, as for most people, the word "drama" has conjured up a mental picture of a group of players performing a formal play for an audience, an audience that, to the not-too-experienced-in-drama leader, assumes the role of a group of critics.

Remove the audience and leader and children usually enter wholeheartedly into this informal type of drama with its emphasis upon the participant. The "play's the thing" becomes "the child's the thing."

Others have neglected drama because they envision hours spent in the preparation of material, hours which they cannot afford in a crowded schedule. Ruth Gonser Lease and Geraldine Brain Siks in their book, *Creative Dramatics in Home, School and Community*, to be published this spring by Harper and Brothers, show how "the leader who is responsible for a multitude of activities in the course of a

AUTHOR *is director of creative dramatics at University of Washington.*

*Published by Appleton Century. $2.50.

playground day can find ways of motivating drama sessions with the same material used for story hours, music and dance or even game sessions. Informal playmaking may be based upon stories, experiences from everyday life, a piece of music, a simple rhyme or even a dramatic game like Farmer in the Dell or Briar Rosebud."

The authors of this newest book on the subject point out still another barrier that may confront the recreation leader—"the psychological b a r r i e r thrown up by the male sex, like the boy who thinks of drama as 'sissy stuff,' or the father who, when he discovered his son was participating in a creative dramatic group at a local playground, remarked sarcastically, 'So we're going to have an actor in the family!'

"Father and son can rest their fears, for drama can be as red-blooded as a baseball game, and it can be just as exciting and as satisfying an outlet for pent-up rebellious attitudes.

"It has proved to be, in many cases, the answer to problems on a city playground. In one city, a group of nine-, ten- and eleven-year-old boys found no more delightful way of satisfying their spirit of adventure and gaining a certain recognition in their neighborhood than the one in which they were indulging at more and more frequent intervals: setting fire to the grass on a hillside between their playground and a railway track. The youngsters were so cleverly sly about their pranks that often they would set fire to the hillside, disappear momentarily, only to reappear on the scene as good samaritans to aid the firemen in putting out the rapidly-spreading flames.

"The playground supervisor, as a last resort, begged the drama leader to do something with the boys as the next fire episode would result in a visit to the detention home. The leader found the boys romping through the wooded area between park and railroad tracks, playing a game of cops and robbers. Joining their game, she seized upon a quiet moment in their play, as they sat around a make-believe campfire, to tell them some of the red-blooded adventures of Robin Hood. In no time at all, the area became Sherwood Forest and the boys were Robin Hood's men in Lincoln green.

"For the next few days, the adventures of Robin Hood were meaty material for their out-of-door playing. The boys became so engrossed in the active dramatization that they began reading more stories of the English 'outlaw' on their own time. They fashioned elaborate bows and arrows, quivers and crude costumes. Long underwear was brought from home to be dyed Lincoln green during the crafts hour. Pennants were made for the shooting tournament in London, where Robin Hood matched his skill with Clifton of Buckingham and Gilbert of the White Glove.

"So proud was the group of their informal dramatization that they shared it with the other playground children at a Friday night family-fun program. 'You're good' was the enthusiastic response of the members of the informal audience. Here was recognition much more satisfying than setting fire to the railroad tracks—recognition that put an end to the fire episodes and that motivated a continued interest in drama adventures."

During a story hour that followed close upon a pet parade program, the same leader found the five- and six-year-olds so full of talk about the animals which had participated that she used the topic as natural motivation for a whole session based upon animals. With leading questions thrown out by the leader, the group of youngsters told about the animals they had seen; in fact, not only told, but *were* those animals, waddling like the family of ducks which had won the blue ribbon for the largest family of pets, meowing and prowling about like the various kinds of cats who had been very much in evidence at the show, barking like dogs, talking about other animals they had seen on trips to the country, crawling, hopping, flying, hissing, chattering, quacking, chirping—having a wonderful time talking like animals, walking like animals, being animals.

Then the leader threw in a humorous question—"What would you think if you heard a dog meowing like a cat or a bird mooing like a cow or a boy baaing like a lamb?"

"Aw, they couldn't."

"They shouldn't."

"That would be funny."

"I think I'd run."

And the leader, "Why?"

"Because a dog is supposed to bark, a bird is supposed to sing."

And from a very opinionated little boy: "That's the way God meant it to be."

"Well," continued the leader, "I know a story of a little duckling who wandered out into the wide world . . ." and so she started the story of *Little Duckling Tries His Voice.** This little duckling tried to bark like a dog, meow like a cat, moo like a cow, sing like a bird with the most disappointing but humorous results. When finally he returned home, a sadder but wiser duck, he saw his own mother waddling across the barnyard going "quack, quack, quack." That sounded to him like the most beautiful sound in the world. He thought he'd talk like that and found that he could say "quack, quack, quack" very nicely.

The outdoor theatre for boys and girls of Oakland, Calif., does not try to give professional productions, but rather to give children a creative, dramatic experience in interpreting and watching children's plays.

"Would you like to play the story?" asked the leader.

"Yes-s-s!" was the immediate response.

"Where shall our barnyard be?"

The children voted for a place near the bushes; the bushes could be the barn.

"What other animals could be in the barnyard?"

"A goat, some sparrows, a rooster who wakes everyone up in the morn-

*From *Told Under the Magic Umbrella*, Macmillan Company, New York.

ing, some pigs eating out of a trough." All this from the youngsters who were not only having an opportunity to express their own ideas, but were actually adding more characters for the large group of thirty children to play.

"And the dog, where is he?" inquired the leader.

"He's in a dog house chewing on a bone."

"Is he all by himself?"

"No, he's a she, and she has a dog house full of puppies and they're asleep . . . " (More roles for more youngsters and something for the dogs to do while awaiting the arrival of the duckling.)

The cats became a whole family, too, sunning themselves on a fence. The birds were individualized through suggestions from the children. There was a fussy old jay bird, a mother sparrow bringing worms to a nest of young birds, a wild canary singing away in a tree. Some of the children thought there should be trees to show that the duckling really was walking through the woods—so quickly a graceful willow, a gnarled old oak and a sad-looking cypress took root. Immediately a little girl suggested that she would like to be the wind to come through the woods and shake the trees. Finally three children volunteered to be as many cows quietly chewing their cud in the pasture (another corner of the story spot on the playground) and the play was ready to begin.

Not one, but five, little ducklings—including the leader—started off into the wide world. (Multiplying such characters gives the individual player a feeling of security and the leader a role of authority in which she may now and then throw out a stimulating question to stir still further the children's imagination and conversation.)

While the five- and six-year-olds are having a joyous and meaningful time with their impromptu playmaking, let's take a look at what the leader has done.

She has wisely taken advantage of a natural motivation provided by a playground activity—the pet show—as a leadup to her story, just as formerly she had taken advantage of the natural interest of the fire-enthusiasts and the adventuresome activity of cops and robbers to motivate the telling and playing of Robin Hood.

True motivation for informal story playing is that which lies within the individual. The youngsters already were full of talk about, and enthusiasm for, animals. They needed very little prompting to action. Her leading questions, "What would you think if you heard a dog meowing like a cat?" and so forth, brought the children close to the theme of the story which Shakespeare has expressed so beautifully in Polonius' advice to his son—"To thine own self be true."

She has chosen well her story material, for *Little Duckling Tries His Voice* is sure-fire material for playmaking. It has a worthwhile theme, one that has terrific emotional appeal for the young child who is trying to find his role in this world and having just as difficult a time of it as the duckling. The story is peopled with animal characters which the child knows and likes, animals which may be cut or multiplied to fit a group of five or thirty-five. It has a straight dramatic line of action that is easy to follow—simple enough for elaborations. The repetition stimulates conversation. The picture of the little duck trying to go "bow-wow" like the dog and succeeding only in going "backwack" appeals to the child's sense of humor and love of strange sounding words; and the whole story leads up to a definite climax and a very satisfying ending—the little duckling finds his voice!

When natural motivation is not in the offering, the resourceful leader has ways and means of motivating. A leader working with a group of seven- and eight-year-olds got them into a receptive and understanding mood for *Jack and the Beanstalk* by passing around a "magic" wishing bean. Each child held the bean tightly in his hand and expressed a true wish of his very own. The adult accomplished two aims in one with this approach. She got a deeper insight into the hearts and minds, the needs and desires of her group and, at the same time, helped them to identify themselves with Jack who wished for "riches and good fortune" so that he and his mother would "never again be poor or unhappy."

The storyteller was careful to limit the original three trips to the top of the beanstalk to one journey—knowing that the one trip would be more effective and satisfying when dramatized by the youngsters.

Under her skillful questioning, the group discussed the characters, set the "stage," divided the play into three scenes, volunteered for the various roles and chose part of the group to be a good "audience" so that the playing could be evaluated and bettered the second time. Scenes were played and replayed to give each youngster a chance to play the role of his choice and to improve each playing through positive criticism.

The same leader threw out for discussion to a group of nine-to-twelve-year-olds the one word, "adventure." After an animated voicing of their own concepts of adventure—to be pirates, to explore underground caves, to hunt for treasure, to play hooky from school and so forth—they were ready and eager to dramatize these concepts through the similar adventures of Tom Sawyer and Huck Finn.

The skilled leader of creative dramatics knows and understands the interests of children of all ages (for all ages enjoy dramatics) and picks stories to satisfy these interests. At the same time, she is meeting their emotional needs and, through good literature, helping them to understand themselves and others. The boy who plays Robin Hood or a knight of King Arthur's court is not only having a wonderful outlet for his desire for adventure, but is emulating admirable standards of conduct which are bound to carry over into everyday life.

Stories, as has been pointed out before, are not the only material suitable for dramatization. I once saw a very imaginative leader and group progress from the playing of the game "Squirrel in the Tree" to the creation of a story inspired by the same situation. In this familiar game—in which the children pair off to join hands to form trees for squirrels, with one extra squirrel who doesn't have a home, but who does have an opportunity to secure one when, on a signal, the squirrels run out of their trees in search of other trees—the children

did not limit themselves to being just squirrels. Each tree had a different type of animal—chipmunks, rabbits, a fox who always seemed to get the worst of it and was left out in the cold. Through questions by the leader, the children decided that the fox didn't have a home because he had been very lazy and had not provided himself with shelter. Then winter came, the wind howled through the woods, the snow fell. While all the animals were snug in their trees, Mr. Fox was out in the cold, his fur turned white by the falling snowflakes. He decided to confiscate the home of one of his forest friends. None, however, would let him in.

He knocked on the door of each tree. One little rabbit slammed the door immediately. She thought him "a dream walking." Another thought him a "polar bear" and advised him to "go to Alaska." When the old fox finally chased Mr. and Mrs. Chipmunk from their snug hollow, all the animals came to the chipmunks' rescue by holding tight to each other's tails and forming a long dragon to scare the fox from the home he had so rudely invaded. All this from a group of five- and six-year-old children.

It is quite evident that any program is just as good as its leaders. This is particularly true of creative activities which appear so simple on the surface that many, seeing one demonstration of creative dramatics in action, feel themselves quite ready to lead a group. This assumption is not only false but dangerous. Many rush in boldly only to find themselves and their group beset with problems for which they know no answers. Many, after a few false starts, finally give up and drop the activity.

One well-meaning director of recreation created havoc in a group by interpreting creative dramatics as a "chance to be as silly as you like." The result was a group of noisy youngsters doing whatever they liked—being silly, burlesquing characters and doing a lot of surface work that meant nothing to themselves or to others.

The answer to the problem, and to the success of any creative activity, lies in the provision of well-trained leaders. The answer lies in providing such training in the curriculum of recreation leaders right in college. At the University of Washington in Seattle, creative dramatics is a required subject for recreation majors, as well as for elementary education majors. Students so trained are not only equipped to choose, motivate, present and guide material for informal dramatization, but, from the very beginning, are aware of the fact that the activity has a definite place in the well-planned, all-around recreation program.

A department in a community where this training is not available might pick a "natural" leader from its staff or from the locality and arrange for him to receive training at a qualified school. Northwestern University, as well as the University of Washington, offers courses the whole year around. This leader could, in turn, train other recreation workers through a series of workshops. Another possibility is the setting up of a workshop with a qualified leader brought in from the outside. At the present time, Winifred Ward, who recently retired as director of children's theatre and creative dramatics at Northwestern, has been doing such workshops in cities throughout the country. This summer she will conduct one at San Jose State Teachers' College in California.

The resourceful leader will find that children respond with enthusiasm to this type of drama, wonderfully adaptable to the playground where attendance is regular as well as to the playground which, because of location or circumstances, has a more transient summer attendance. In the latter instance, informal playmaking is by far the ideal type of drama for, with youngsters playing first one role and then another, creating fresh dialogue and action with each playing, the whole play activity does not collapse because of the absence of a few members.

Actually, the possibilities of creative dramatics in the recreation program are limited only by the skill and understanding of the leader.

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Public Wants More Facilities

The American Institute of Public Opinion recently put this question to a nationwide sample of the population:

"Do you think the public parks and playgrounds in this community are good enough or not?"

The total vote was:

Yes, 42% No, 50% Don't know, 8%

The South, New England and Middle Atlantic states showed the least favorable ratio, while the East and West Central sections expressed more satisfaction with the park and playground situation.

Beth Wallace Yates

THEMES for your Senior Prom

ABOUT THIS TIME, every spring, comes the most exciting night of the year—the night of the Junior-Senior banquet and prom. This is the time when the Juniors put forth their best efforts to entertain the Seniors —for the pride of the Junior class is at stake. Besides, it won't be very long before these same hard-working Juniors will be dignified Seniors and expecting the lower classmen to carry on the tradition by entertaining them just as royally.

Since it is such a special occasion and, normally only comes once in a lifetime, every class strives to have the best party in the history of the school. The social committee and the faculty advisors meet to decide upon a theme. Once this is chosen, class members contribute ideas until the entire program is developed. All plans are kept secret from the Seniors.

Themes for banquets and proms come from a number of sources. The name of a current play or movie, with sectional or historical interest, can easily be developed into the "Banquet of the Year." Song titles also are very popular as themes; teen-agers are familiar with them and many of them suggest decorations as well as program.

1. *Old Black Magic*, for instance, lends itself to this use. The entrance to the banquet room is through a huge black hat. Table decorations include black hats to hold flowers and white cotton rabbits. Only candlelight is used during the meal. Horoscopes are placed at each person's place.

The toastmaster looks into his crystal ball when announcing the program, which may include a dance by a student to the tune of *Old Black Magic* and possibly someone to sing it. The toastmaster, or someone dressed as a fortune teller, also looks into the crystal ball to predict the future of the Seniors.

2. *Stardust* is another good theme. All decorations are in blue and silver. A huge star, covered with silver foil, is hung at the entrance. The guests break through the foil and step through the star in order to enter. Suspended from wires stretched across the room, at least ten feet above the floor, are stars cut from cardboard and sprayed with silver paint. A strip of blue crepe paper or foil, twelve inches wide, is placed down the center of the tables and blue candles in silver holders add the final touch.

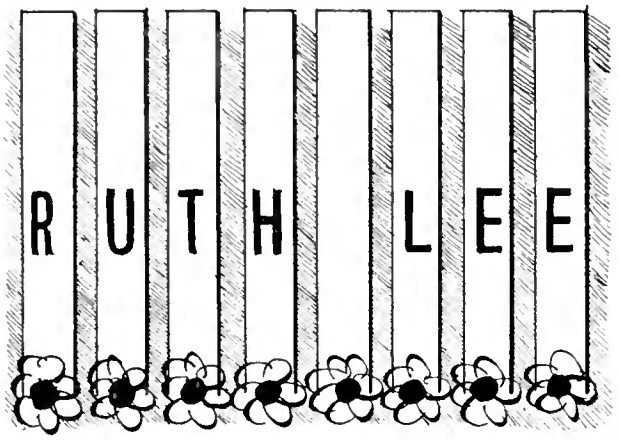
The space behind the orchestra is covered with dark blue crepe paper, covered with silver stars. Glitter added to these stars makes them particularly attractive.

Some other possibilities among song titles are *Night and Day, Rhapsody in Blue, Deep Purple, Summertime,* and *Easter Parade.*

3. *May Day.* To carry out this theme, the banquet room is decorated garden-fashion. Small umbrella tables are used instead of the long banquet seating arrangement. The flowers upon each table are in small baskets, and the nut cups also are designed as small baskets. A large May-

Author is superintendent of recreation, Sylacauga, Ala.

pole is in the center of the room and the traditional Maypole dance may be included as part of the program. Pastel-colored strips of paper, with a flower attached to the end of each, are hung overhead, suspended from wires. Upon every strip is one letter and the strips are hung so that they spell out the seniors' names as:



Popular favors for this event are nosegays and boutonnieres. The serving girls are dressed as gardeners, complete with big sun hats. Music selections during the program may include *Trees*, *My Wild Irish Rose*, and other "flower" songs.

4. *Gay Nineties.* Large drawings upon the walls depict scenes of the Gay Nineties. The tables are decorated with dolls dressed as ladies of that era and with flowers arranged in big hats. The favors are moustache cups or mugs for the boys and fans for the girls. All the serving girls are dressed as Floradora girls.

A barbershop quartet, dressed in Gay Nineties fashion, even to hair parted in the middle, is a feature of the program, rendering *A Bicycle Built for Two* and *Sweet Adeline.* The Floradora girls also entertain with songs and dances.

5. *Gold Rush.* The banquet room is made to look like a town in the gold rush days by placing tents, made from blankets, on the floor near the walls and using lanterns and campfires—the crepe paper flashlight variety—for light. At least one papier-mache horse and covered wagon adds much to the atmosphere. Picks and shovels are used as decorations and wagon wheels are hung upon the walls. Flowers can be entwined in the wheels if more color is needed. Table flowers are placed in small covered wagons made from cardboard. "Gold" coins from the dime store are pasted upon each place card, and mugs of pretzels are set upon the tables. The favors are small jugs with the names of their owners upon them, bronze horses, small spinning wheels, "gold" nuggets and lucky coins. The serving girls are dressed as dance hall queens.

A "bar" is placed at the entrance to the banquet room and the first course (tomato juice cocktail) is served by costumed bartenders who wear handlebar moustaches, striped shirts, white aprons and so on.

The program includes songs which were popular during the gold rush days, Indian dances, a can-can dance and talks.

6. *Operation Future.* All decorations are ultra modernistic and give the impression of what the world may be like one hundred years from now. Wrapping paper is placed around the wall of the entire banquet room upon which are painted the outlines of buildings as they may look in 2051. This border of buildings represents the skyline. Large silver balloons, flying saucers and rocket ships are suspended from wires in the ceiling, with spotlights focused upon them.

A colored balloon, inflated with gas, is tied to the back of each chair with a string about two feet in length. Fingernail polish is used to paint the name of each guest on these balloons, thus having them serve as place cards as well as decorations. Serving girls wear tight black and silver suits topped by black caps with silver antennae on them.

The toastmaster's control board is a complicated set of knobs and buttons which has been mounted on a large piece of plywood or cardboard. As he announces each program, he turns a knob and, by remote control, the entertainment is presented.

7. *Gypsy Pattern.* A large campfire is constructed in the middle of the banquet room and the tables are arranged, in wheel-like formation, with spokes radiating from the campfire hub. Wagon wheels, with bright flowers entwined in them are placed upon the wall. Party favors include golden earrings for the girls, bright bandannas for the boys. The serving girls are dressed as gypsies.

The entertainers are seated around the campfire, waiting for their cues to give violin solos, vocal numbers and accordion solos of gypsy music. A gypsy fortune teller walks among the guests during dinner and tells their fortunes. Other gypsies dance around the campfire to the rhythm of exciting gypsy melodies.

8. *Rainbow Banquet.* This banquet was held in a gymnasium-auditorium where the basketball goals always were a problem. In this instance, the backboards of the goals were covered with cardboard upon which rainbows had been painted. Another large rainbow, with a pot of "gold" under it, was constructed upon the stage. Various colored balloons were used as table decorations. Group singing was a part of the program and all songs suggested colors of the rainbow—*She Wore a Yellow Ribbon, When the Blue of the Night Meets the Gold of the Day, Orange-colored Sky* and others.

9. *South American Cruise.* The guests enter the door to the banquet room by walking up a gangplank. Lifesaver mints are at each place. Deck chairs, life preservers and ladders are used as decorations. At each port, the guests are entertained by South American songs, dances, music or stunts.

10. *Old Mexico.* The walls are decorated with serapes, large Mexican hats and pomonas (strings of pepper pods and gourds which have been painted in bright colors). Flowers for the table include cactus plants, and serving girls wear bright, full skirts and white peasant blouses. The program consists of Mexican music and dances.

THE NEED for RECREATION: what is it?

THREE-YEAR STUDY OF COMMUNITY-PROVIDED SERVICES PRODUCES INTERESTING SPECULATIONS.

Marion Robinson

THE NEED FOR recreation springs from deep drives and impulses in human nature. It is a common human need and a personal one, and we put a good deal of value on our freedom of choice in the ways we meet it. Though life in an urban industrial civilization has put a crimp into some of the recreational opportunities we enjoyed in the less complex agricultural era, it has, on the other hand, offered us new and different opportunities. The equation between what we can provide for ourselves and what we must jointly provide through community-supported programs has varied a great deal in the past several decades. Balancing the equation has offered a challenge to community planners and recreation specialists in every community in America.

AUTHOR *is former associate editor of* The Survey Midmonthly, *and is now a free lance writer and editor specializing in the health and welfare field.*

Some speculation about specific factors in this equation takes part of the spotlight in a three-year study and analysis of the total range of community-provided services in one American community, which was completed late in 1950. Underwritten by the Grant Foundation and conducted by Community Research Associates, Incorporated, under the direction of Bradley Buell, the project began in St. Paul, Minnesota, where a careful tabulation and analysis was made of the services rendered to the community's families during the month of November 1948. Because the focus of the study was upon the interrelations of all community-provided services, it included data on all services in four great areas of need—health, social adjustment, dependency and recreation. With the cooperation of 108 public and private agencies in St. Paul, unduplicated figures were obtained on the number of families known to each of the agencies during that month. Cross tabulations showed the extent to which families were being served simultaneously by different kinds of agencies and, ultimately, a picture emerged—a picture of the nature and extent of needs in these four areas of service; a picture of sprawling and often unrelated services being brought to bear on these needs; a tiny segment of the national picture of our community-provided services which now cost us annually an aggregate of about thirteen billion dollars.

Planning for community-wide recreation which will supplement what people can provide for themselves is a complicated business. Thanks to careful work done in the first half of this century, planning for the necessary space and facilities for such community assets as playgrounds, parks, tennis courts and golf courses has been fairly well standardized. Indeed, it is a surprise to the layman to learn that there are available to community planners well-tested formulae on these mat-

ters in relation to a given population and its natural resources.

But when one comes to the "How much?," "What kind?" and "For whom?" questions about recreation activities, the guesswork has to be wheeled into action. These answers, say the experts, are going to be harder to get at, and inquiry into them will take one seemingly far afield. But, according to the authors of a book which grew out of the St. Paul project and which is to be published this fall, work recorded in this field by recreation specialists in the next decade will prove to be rewarding to American communities.

Many competent recreation specialists could have predicted pretty closely what the St. Paul figures would show about how many and who participated in what kinds of recreation during the tabulated month. The services of fourteen private agencies and two public agencies, it was found, were reaching into eighteen per cent of the community's families even in a month when recreation activities were, admittedly, not at the highest peak. Studies of other communities have put this figure at from ten to twenty per cent. Compared with the other services studied, it was revealed that recreation services reached more families than the others, since health services reached fifteen per cent of the community's families; social adjustment services, ten per cent; and dependency services, seven per cent.

Eighty-seven per cent of the recreation participants were under the age of twenty. The rate of participation according to "preference" of type of activity was highest for sports and games, and dwindled down successively through three other categories: social occasions; the cultural arts, music, drama and the dance; and informal education. These figures represent trends which, according to the National Recreation Association *Year Book*, are fairly typical of trends in other communities.

Incidentally, recreation specialists who have themselves wrestled with the problems of classifying the myriad of activities for study purposes will be interested in the work done in that area in connection with this study. These consultants finally boiled the list down to the four categories mentioned above, on the theory that each met a basic component of the need for recreation as it has so far been analyzed by the psychologists and sociologists. Thus, sports and games meet the need for "release of physical energy and associated emotional drives"; social occasions, the need for "human association"; the cultural arts, the need for "satisfaction of the eye, ear and neuromuscular system"; and informal education, the need for "recognition, response, understanding, contribution to one's own thinking and formulation of one's own judgment."

The really interesting questions arose from closer study of participation by age group and the geographical spread of opportunity in relation to known and supposed needs of various age groups in the population, the correlation between families served by recreation agencies and those served by community-supported programs in other areas of need. In the minds of those who spent months analyzing the figures, comparing them with figures from other studies, looking at them in the light of the history and literature of the recreation movement, discussing them with expert consultants and formulating the findings, all roads seemed to lead back to the question, "What is need?"

It goes without saying that, in the absence of established norms, need must be judged on the basis of participation and that participation is limited by opportunity. As was pointed out by George D. Butler of the National Recreation Association, following a conference of experts held to discuss the findings of the study in 1949, the disparity of services between sections in the community appeared to represent disparity of opportunity. This seemed to be borne out by the figures on rate of participation in these agencies per one thousand population. The aggregate figures for the four most disadvantaged areas of the city were low compared with other sections. In spite of this, however, one of these disadvantaged areas rated first on the list of participation per unit population, and it was this area which boasted of 260 acres of park and playground space per one thousand population—a little better than called for by NRA standards.

Experience up to the present seems to point to the fact that, as one sociologist attending the 1949 conference put it, community-provided recreation is most greatly needed "at the two great crises of life—adolescence and old age." There seems to be agreement among the experts that lower income groups should be added to this priority list, for the obvious reason that their capacity to provide recreation for themselves is more limited.

These authors assumed that what shows up in the way of rate of participation does gives indication of need. At the same time, they were concerned with taking a "total community look" at services in all four areas. Thus they lifted these assumptions into a comprehensive framework, as a base for further speculation. They reasoned that an outstanding characteristic of recreation need is that different people need different kinds at different times, and that the widest variable of these differences was to be found in the different stages of the life cycle. That is to say, that needs of people for self-expression through the various activities offered by the community-provided recreation program change greatly at different stages of life, that age affects the degree of preoccupation with family-centered activities, the amount of money available to purchase recreation and the kinds of social and other groups with which it is possible to affiliate.

If one constructs a rough chart of the various age groups in relation to what is known or presumed about the characteristic needs of each, one comes out with something like this: the preschool age child looks upon the home and family as a natural center for play. The school age child is beginning to make a transition from the shelter and protection of the family to broader contacts. This continues and increases in adolescence. Young adults are beginning to be absorbed with careers, homes and families, and this becomes progressively absorbing until middle age. A volume of current literature points to the fact that later middle age and old age find people increasingly

needing recreational and creative activity outside their own personal resources.

The St. Paul figures on participation by age group—some of which are probably typical of American communities and some perhaps fairly atypical—were interesting when applied to such a rough chart. About two per cent of those being served by recreation agencies were from two to five years of age. Sixty-two per cent of the registrants in all sixteen agencies were in the age group from six to thirteen. Twenty per cent were adolescents and five per cent were young adults. Less than one-half of one per cent of the adult population were participating and they accounted for about eight per cent of the registrants. A tiny segment, less than two-tenths of one per cent of the registrants, were over fifty-nine years of age.

Although the figures on participation of the elderly group would vary greatly among our communities in this time of experimentation with such programs, and would certainly be much higher in cities where these programs have become a major interest, it was obvious that the rate of participation reflected little of what we presume to be the need. Spurred on by this, the authors proposed that the same might be true, to some degree, of other age groups.

Do we assume that a drop in participation rate for adulthood means that this part of the population does not need much recreation opportunity outside their own homes and social associations? Looking at studies from other cities, where the rate of participation for adolescents reaches as much as fifty per cent of that segment of the population, and keeping in mind what we know about the broadening interests and personal needs of this group, do we assume that "the other fifty" or sixty per cent, or whatever the case may be, does not need recreational opportunities? Such speculations led these authors to conclude that the most important thing revealed by these figures or those from any other community is that we really do not *know* the extent of need, nor have we yet any reliable device for learning what it may be.

Another interesting angle on the extent of need for recreation came out in an examination of the correlation between the families served by recreation agencies and those served by agencies in the other three areas of need. One of the most startling general findings of this study of community services was that a group of 6,500 families, six per cent of all the families in the community and fifteen per cent of the families being served by all agencies in the four service areas, was suffering from such a compounding of physical and social ills that they were absorbing nearly half of all the services, exclusive of recreation, given by the agencies participating in the study. For quick reference, these were earmarked the "multiple-problem families." But, only three per cent of this group of families were known to any of the sixteen recreation agencies! And this, in turn, was a surprise to the folks who analyzed the data. For what did it have to say about the need for recreation? Does this mean, they asked themselves, that families without problems of income, health and social adjustment *do* need recreation, but that families on relief, suffering from health ailments, or disturbed by problems of anti-social behavior, for instance, do *not*?

Going at it from another angle, they found that only eight per cent of the families being served by recreation agencies were known at all to any of the other agencies in connection with health, family or personal problems. It was true that this percentage varied among agencies. For example, twenty per cent of the registered participants of neighborhood centers were known to health, dependency or social adjustment agencies. But taking a total community view of services in relation to apparent needs, it was seen that fifteen per cent of the families had health problems, ten per cent had problems of social adjustment, including anti-social behavior, and seven per cent had problems of economic insufficiency; yet only eight per cent of all these apparently needed their community's recreation services.

Total expenditures through taxes and contributions for our nation's community-provided services, as we have said, are now nearing the thirteen-billion-dollar mark. The cost of recreation, through our tax-supported and voluntary systems accounts for about five hundred million dollars of that amount. These authors propose that the time is coming when much more precise figuring of known needs will be required in planning for community-wide services of all kinds. Another important requirement in the years ahead will be for more integrated planning, so that allocation of responsibility and division of labor can be laid out to fit a pattern of total community needs.

In St. Paul, the provision of large scale facilities for public use was, as in most communities, an almost entirely public responsibility. Organization of activity interest was shared on a fifty-seven to forty-three per cent basis by public and private agencies respectively. Eighty-nine per cent of all members of "friendship groups"—the term used in this study to indicate those groups where the primary basis for organization was for personal association and activities that grew out of mutual interests—were being served by private agencies. These group members accounted for seventy-one per cent of all private agency participants.

Here, as in many other communities, there is a rough division of labor, chiefly based upon facilities and personnel of different skills. There is not space here to go into the speculations which these authors bring to bear on the well-recognized need for coordinated planning. They do suggest that a more precise division of labor, based upon a well-established equation between needs and resources, would lead to better distribution of, and more efficient, service. One of the great prob-

lems involved in this kind of planning for a smoothly-operating total community recreation plan, they feel, is the fact that voluntary agencies, while able to make an invaluable qualitative contribution through skilled group leadership, generally provide recreation as a means toward a particular agency objective rather than as a contribution to a total community plan.

Among the family of community services, recreation is the "newest-comer." Nonetheless, it shares with other community services perplexing problems of personnel shortages and the struggle for a financial place in the sun. Similar to the other services, it has been preoccupied with a period of promotion and expansion of programs and improvement of quality of service. But the next decade will probably see the necessity for making, along with its sister services, a sober analysis of total community need and a cooperative shaping of procedures, structures, division of labor and planning to meet this need.

It is the hunch of these authors—a hunch which has led to a substantial and thought-provoking discussion in their report on this study— that one of the keys to significant development in recreation service in that decade lies in research, which will help to measure need, and in experimentation with procedures designed to balance the provision of community-supported activities against presumed or known need among segments of the population.

The great vitality of our American communities is a mutual concern for, and support of, well-being among community people. We want to learn how to put to better use what we already know about both needs and service, and to learn more about what we don't know. It is this kind of vigorous, creative approach to our concerns that has built a vast network of community services in the three hundred years of our history. And it is this kind of approach which will make those services more meaningful in the time to come.

Storytelling For the Not-So-Young

Anne Majette Grant

STORYTELLING is fun, but never more fun than when shared with those who have lived long enough really to appreciate humor, loyalty, fantasy and friendship. I have told stories—all kinds of stories to all kinds of folks—but nowhere have I found greater joy in the telling or finer appreciation in the listening than I have found this year in some of the homes for aged people in New York City.

In planning my storytelling program for children in some of the recreation centers and hospitals, I asked my director, Mr. Willard Kauth, if I might use part of my time for older people if there seemed to be a place for this. With his enthusiastic approval I called on the recreation directors in some of the homes for the aged, among them the Home for Aged and Infirm Hebrews, 121 West 105th Street, and the Association for Relief of Respectable Aged Indigent Females, 891 Amsterdam Avenue, where I was heartily welcomed. We planned story hours as evening programs once each month.

At the Hebrew home, there were about one hundred twenty-five men and women in the attractive, small auditorium that first night, wondering, as was I, what to expect. I stood on the stage in order that all might see me without effort, and I used a microphone just in case some of the ears might not be so keen as they once had been. As their eager faces looked up at me, I knew from the very beginning that we would have a good time sharing the stories which I had selected—a true love story, a story of a plucky boy and his grandmother and the age-old story of the friendship between Damon and Pythias. When the program was over—about forty minutes later—

Story hour at a home in New York City inspires rapt attention.

I visited with the group and one old gentleman said, "It was good to hear that Damon and Pythias story again. That's Schiller's story, you know, and I heard it first as a boy in Germany."

During the fall I had weekly story hours for boys and girls at Mariner's Temple, Chatham Square. One afternoon, early in December, Reverend Joseph B. Palmer, the minister and director, came to our story hour. Then he asked me if I would come down on Christmas Eve and tell stories for his club of one hundred old men at their Christmas party. It seemed a wonderful way to spend part of one's Christmas Eve, so I dressed in my gayest party dress and traveled to the Bowery. We sang Christmas songs, told Christmas stories, had coffee and cake together—and an experience I'll remember always!

In addition to one evening program a month, we are now beginning a weekly afternoon meeting for smaller groups where there is group participation in storytelling. Here we hope to draw out some of the stories which these older people heard as youngsters in many different parts of the world, proving to all of us that human nature as revealed in folklore is much the same the world over. We may find some new stories, who knows! And, better still, we may give the joy of participation and creation to some who had thought that their creative days were over forever.

ANNE MAJETTE GRANT *was formerly specialist in storytelling for the Westchester County Recreation Commission; is now member of staff of Boys' Athletic League.*

About Boston Congress

T. E. Rivers

First steps for the thirty-third National Recreation Congress were taken some months ago with the selection of the time and place—October 1-5, Boston. The Congress Committee has been busy, and will be even busier, working out general plans and putting them into final shape for this event. But busy as the committee will be in the months ahead, probably it will find time for an occasional check upon the status of the Boston Red Sox, for once again the host city is slated to be a strong contender for professional baseball honors.

The committee starts this year with an unusually long list of suggestions which have been received from delegates to last year's Congress in Cleveland. In addition to sending scores of postcards, a great many delegates also took time to write thoughtful letters. The Congress is truly a cooperative undertaking, and the committee is most appreciative of this help. As a matter of fact, it is still not too late to send more ideas since plans for the Congress have not yet been completed.

The defense emergency situation, which has affected so many people in all parts of the country, will receive careful consideration as the program is developed. Final plans largely will depend upon the national and world situation as of that date but, at present, definite plans have been made for a general session and special section meetings on several aspects of the recreation problems involved.

In its general planning, the committee again is fortunate in having the assistance of special committees. A national advisory committee has been formed; the committee for planning the executive sessions on the opening day is practically complete; and committees for the rural, hospital and industrial phases of the program are being formed. Through the spring and summer, suggestions will be coming in from the National Advisory Committee on Defense-Related Services of the National Recreation Association.

This year's Congress Advisory Committee consists of the following members: The Reverend Maurice D. Bone, Associate Director, Department of Young People's Work of the Board of Christian Education of the Presbyterian Church in the United States of America, Philadelphia; Dr. Paul F. Douglass, president of the American University, Washington; Mrs. Permelia M. Dunn, special assistant in charge of cultural activities, Department of Recreation, New Orleans; Gerald B. Fitzgerald, Director of Recreation Training, University of Minnesota, Minneapolis; Lew F. Galbraith, president of the Board of Playground Directors, Oakland, California; Alvin G. Kenney, director of the Community Recreation Service of Boston, Incorporated; Thomas W. Lantz, Superintendent of Public Recreation, Tacoma, Washington; Mrs. Carolyn Lyle, National Recreation Consultant, Service in Military Hospitals, the American National Red Cross, Washington; Stephen H. Mahoney, Superintendent of Recreation, Cambridge, Massachusetts; Peter J. Mayers, Superintendent of Recreation, New Rochelle, New York; John Pearson, executive officer of the Parks and Recreation Association of Canada, Brantford, Ontario; Mrs. Lola Robinson, executive director of the West Side Community Center, Asbury Park, New Jersey; Mrs. Gertrude Skow Sanford, extension specialist in recreation, Ames, Iowa; Earl Schreiber, director of recreation of the Timken Roller Bearing Company, Canton, Ohio; James S. Stevens, Jr., acting director of the North Carolina Recreation Commission, Raleigh; Alfred P. Strozdas, Superintendent of Recreation, Oak Ridge, Tennessee; Major Alfred G. Vitacco, chief of the Recreation Section, Army Recreational Service Branch, Washington, D. C.; and Mrs. Eva Whiting White, president of the Women's Educational and Industrial Union, Boston.

The Executives' Planning Committee is headed by H. S. Callowhill, Superintendent of Recreation, Baltimore, and includes: Ralph E. Buerke, Peoria, Illinois; Herb A. Davis, Cincinnati; Ben Evans, Seattle; Myron N. Hendrick, Niagara Falls; George Hjelte, Los Angeles; N. L. Mallison, Jacksonville; F. S. Mathewson, Union County, New Jersey; Mrs. Verna Rensvold, Kansas City, Missouri; J. A. Reynolds, Richmond; James S. Stevens, Greenwich, Connecticut; Jay M. Ver Lee, Colorado Springs; Charlie Vettiner, Jefferson County, Kentucky; and W. P. Witt, Corpus Christi.

As program plans become more definite, announcements will be made. The "Congress Preliminary Pamphlet" will be mailed shortly and additional copies will be available upon request. All who are planning to attend the Congress are urged to make their hotel reservations early. Headquarters will be the Hotel Statler. Other hotels within a convenient distance of the Statler are: Hotel Avery, Hotel Bradford, Hotel Brunswick, Copley Plaza Hotel, Copley Square Hotel, Hotel Fensgate, Hotel Gardner, Hotel Lenox, Hotel Pieroni, Hotel Pioneer (YWCA), Hotel Touraine, Huntington Avenue YMCA.

THOMAS RIVERS, *member of the NRA headquarters staff, is the secretary of the National Recreation Congress.*

Thousand-year-old ruins of the prehistoric pueblos located at the Chaco Canyon National Monument, New Mexico.

A Family Vacation ON A BUDGET

Regina Z. Kelly

Are you staying home because you feel that it's too expensive to go away? Maybe you haven't discovered the vacation advantages of state parks. This article tells about them.

The Harrington children wanted a vacation trip. But Mr. Harrington shook his head. They'd go on picnics or beach parties or to the zoo while Dad had his two weeks off.

"Couldn't we possibly afford a trip?" asked their mother. But Mr. Harrington still shook his head. "You know the cost of a trip, even if we go in our old car and stop at motels. We've the new furnace to buy this fall, and no telling how long the car will hold out."

Then the Friday before his vacation, Mr. Harrington came home in high excitement. "We're going to have our trip, kids," he shouted, "and it's going to cost us next to nothing."

A fellow at the plant, Jim Sullivan, had told him about a place. Sullivan's family went every year.

Where? Why, to one of the state parks. You could stay all summer, if you wished. It didn't cost a cent. You brought a tent or trailer in which to sleep and dress and ate outdoors. The Sullivans would lend their tent to the Harringtons.

"But how about food and cooking?" asked Mrs. Harrington.

There was a store with moderate prices in the park. And you could get ice, too. Yes, they would need a small, portable ice box.

"How can I cook in a tent? I'm no Girl Scout." weakly protested Mrs. Harrington above the children's questions.

"That's where the twenty cents comes in," triumphed her husband. "That's the fee for an electric outlet for each camp site. We'll take along a couple of hot plates. Me, I'm going to cook outdoors on one of the grills. How about bacon and eggs in the early morning, cooked over a wood fire, kids?"

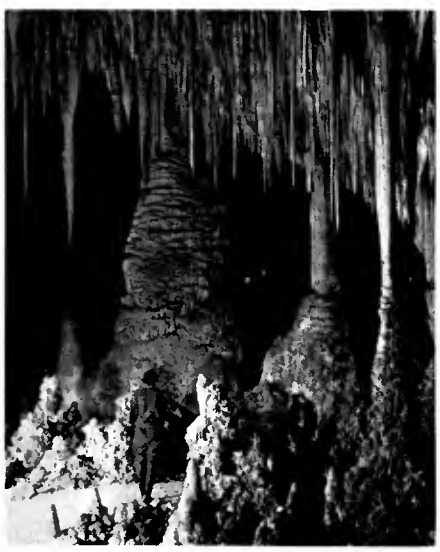
There was a general building with flush toilets and lavatories, Mr. Harrington went on to explain. Some parks even had showers and washing machines. "Our state park has a swell beach with a couple of lifeguards. Come on, we've got to start packing. We want to leave here by five o'clock tomorrow morning. It's 'first come, first served' at the park when it comes to camping sites."

Reprinted through the courtesy of Parents' Magazine.

There are state parks such as the one the Harringtons chose for a vacation in every part of the country, but there are millions of people who have never heard about them. So far there are no general statistics on travel in the United States.

The value of travel, its contribution to the education and recreational welfare of people, is considered important by our government. It is for this reason that now nearly all of the forty-eight states are furnishing extremely attractive travel publications to attract visitors to their localities.

Not all of the state parks have the facilities or are as inexpensive as the one the Harringtons selected. But whatever fees are asked, they are nominal. The entrance fee never exceeds fifty cents for a car and a group of five people or less. Tent or trailer sites, if not



The Temple of the Sun, Big Room, Carlsbad Caverns National Park, New Mexico.

free, cost from twenty-five to seventy-five cents a day, paid to the park area supervisor when registering and charged as long as the tent is up, occupied or not.

For those who desire less rugged accommodations, most state parks have lodges or housekeeping cabins which are attractive, well-equipped and reasonable. In Virginia, for instance, cabins housing from two to six persons rent for ten dollars a week per person. They have indoor toilets, showers, electric stoves, water heaters and open fireplaces. They are equipped with linens, dishes and kitchen utensils.

There is a limit, however, on occupancy of the cabins. Generally, they are rented for one or two weeks only, and reservations with a five-dollar deposit, later applied to the rent, must be made well in advance. Accommodations for one or two days are not difficult to secure, especially if the visit is in midweek.

A few states, such as Vermont, provide lean-to's as shelters for seventy-five cents or a dollar a day. These are equipped with an outdoor fireplace having plenty of cut firewood, a table, benches and movable shelves. A lean-to will accommodate up to five persons. Campers must supply their linens and dishes, but the areas have piped spring water and toilet buildings. All the parks give special reduced rates to youth groups.

Every type of recreation is provided in the parks, depending upon the locale. Some of them are open all year round, and there is swimming, boating, horseback riding, square dancing, winter sports and so on. Sports are supervised by staffs of experts. There are provisions for hunting and fishing in well-stocked woods and streams, with easily obtained and moderately priced licenses, determined by the state game laws. Horses are available for one dollar or one dollar fifty cents a day. Boats rent for about twenty-five cents a day.

The New England states have provisions for winter vacations featuring winter sports. Mount Mansfield, one of the Vermont state parks, is one of the outstanding ski regions of the United States, with one hundred miles of ski trails and the longest and highest aerial chair lifts in the country. Warming shelters are provided for all skiers, but the ski dormitories are for the use of teen-agers only. Rates are reasonable throughout New England state park resorts. In Maine, the use of the ski tow is one dollar a day and a toboggan chute rents for twenty-five cents per person per day.

Should one desire a more rugged type of vacation than that offered in the state parks, it can be found in the national forests. There are 160 of these in thirty-six of the states, though most of them are in the West. They cover 176 million acres of land. The national forests are under the supervision of the Forest Service of the United States Department of Agriculture.

Entrance is free to all of the national forests, though moderate fees are charged for special services. The sign of the national forest is a pine tree in the center of a shield. The passing motorist may not recognize the national forest except for these signs. While many of the camping sites are near the main highways, others can be reached only by traveling the lesser

Tourists enjoy deluxe cabins on north rim of Grand Canyon National Park, Arizona.

Aeadian House, Longfellow Evangeline State Park in St. Martinsville, Louisiana.

known roads. There are 841 resorts in the national forests operated by private concessionaires where lodgings are adequate and clean, though sometimes rugged. Most visitors bring their own bedding, tents, cooking utensils and food, for often stores are miles away from the camping site.

For those who desire a real "roughing it" outing, there are "wilderness areas" in seventy of the national forests. These are accessible only by trail or water. The American Forestry Association sponsors all-expense "trail-riding" trips lasting from ten to fifteen days and costing from one hundred and twenty-five to one hundred and seventy-five dollars. Many small groups, however, travel independently. Horses rent for one dollar to one dollar fifty cents per day, and guides who are cooks, packers and horse wranglers

A favorite pastime—watching the bears in Chicot State Park, Ville Platte, Louisiana.

can be procured for about six dollars a day. Inexperienced persons are cautioned against going through the wilderness areas without a guide. The Forest Service wryly comments that nine thousand man days a year are spent searching for lost persons or rescuing those who are injured.

The regulations regarding the conduct of visitors are similar in most parks. No intoxicating beverages can be sold. There must be care in regard to fires. Picking of wild flowers or mutilation of trees or shrubs is forbidden. Cats or dogs must be on leash. Unbecoming or rough language is not tolerated. Merchandise and commodities must be sold at standard prices. The forests, it must always be remembered, are vacation areas for family groups.

A penny postal card requesting information about the state parks and recreation areas of the individual states in which you are interested will be answered promptly with an abundance of maps, colorful pamphlets and specific data regarding prices, types of recreation and accommodations offered in each park, if addressed to the travel information offices maintained by the various states.

Recreation and Park Year Book

Municipal and county recreation and park authorities throughout the United States have cooperated in the preparation of the *Recreation and Park Year Book* for 1950. More than 1,880 reports already have been received from local and county agencies and many other authorities are expected to send their reports to the National Recreation Association in time to include them in the publication.

Like its predecessors, the *Year Book* will record community recreation leadership, facilities, centers, activities and expenditures. For the first time, it also will contain detailed information concerning municipal and county park acreage, management and expenditures. Never before has comprehensive information on the combined park and recreation service of local and county agencies been recorded for the country as a whole.

The *Year Book* figures will afford a basis for determining the growth in municipal and county parks since 1940, when the last previous nation-wide study was conducted by the National Park Service and the NRA. They will not only indicate the number and acreage of parks and other permanently-dedicated recreation areas, but also the total expenditures for parks and recreation in 1950. Figures will be available to indicate the number of recreation facilities of thirty-six types that are being provided by park and recreation agencies for the benefit of the public. As in preceding issues, however, the number of men and women employed as recreation leaders on a full-time, year-round basis or on a part-time basis, and the amount paid for their services, will be separately recorded.

The *Recreation and Park Year Book* will enable park and recreation officials and city-managing authorities to compare provisions in their city with acreage provided in cities of comparable size, with other cities' expenditures for parks and recreation and with the number and types of facilities, as well as the leadership, they are providing for their recreation programs. College and university authorities will find the *Year Book* particularly useful because it indicates the extent to which men and women are being employed for recreation leadership in the various parts of the country. Since the statistical data will be compiled by states, comparisons between states also can be made.

Park and recreation departments, city executives, municipal reference libraries, colleges, universities and voluntary agencies concerned with community recreation cannot afford not to have available for reference a copy of this significant volume. When published this summer, the *Year Book* will be available from the National Recreation Association at two dollars per copy.

SUGGESTIONS

Willard C. Sutherland

for Recreation Training Programs in Colleges and Universities

SEVERAL YEARS prior to World War II, the National Recreation Association, in response to many requests, prepared a statement and a suggested curriculum as a guide for those interested in setting up recreation training programs in colleges and universities. The association, in preparing this bulletin, drew upon its earlier experience in developing training materials, working with committees, conducting short courses and participating in the graduate training program of the National Recreation School. Also, leading educators and recreation authorities were consulted.

Much has happened, in recent years, in the way of new publications and reports of various regional and national training conferences. The College Recreation Association has been organized, and training committees of the American Recreation Society and state associations are giving special attention to this important problem. Increasing attendance at the college training sessions during the National Recreation Congresses is further evidence of the growing interest. New materials have been developed, and programs in colleges have broadened and increased to meet the demands of a rapidly-growing profession. The purpose of this statement is to help point out the magnitude of the problem and to identify a few items which are considered important by those who have been doing serious thinking on the subject. It is assumed that those organizing new curriculums, or revising old ones, will consult additional material and discuss their plans with individuals who are experienced in the matter of recreation and curriculum development.

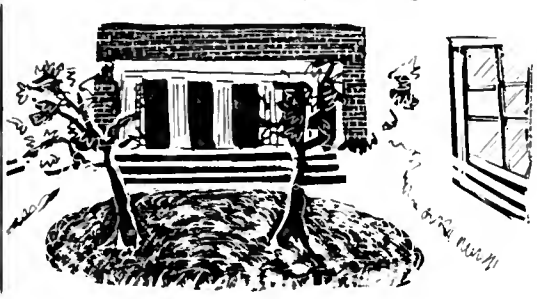
MR. SUTHERLAND *is in charge of Recreation Personnel Service of the NRA.*

Range of Recreation Functions

The amount and variety of responsibility that recreation workers carry, and the many types of positions involved, make it imperative that the planning and conducting of recreation training be in the hands of experienced and well-qualified personnel. Certainly no recreation curriculum should be organized and carried on without a careful study of the responsibilities, duties, functions and conditions which make up the various positions. Likewise, careful attention must be given to the skill, the knowledge and other worker characteristics necessary for their performance. Positions have been analyzed and personnel standards in recreation leadership have been developed over a number of years. Adequate information is available regarding most positions and should be secured and utilized by those responsible for the training of recreation leaders.

Some positions call for skill in individual activities and proficiency in leadership with clubs and small neighborhood groups in games, hobbies, social recreation and the fine arts. Others require ability to promote and organize over-all, well-balanced programs and city-wide events, and to train and supervise large numbers of volunteer and paid workers. Those in top administrative positions have to deal not only with their recreation boards and commissions, but frequently with other public and private authorities—such as civic associations, local, county and state schools, park, planning and legislative bodies. The day of the million-dollar recreation budget arrived years ago for some of the larger departments. Consequently, some executives are trustees of very large sums of money and administra-

tors of vast properties and facilities, including playgrounds, community centers, athletic fields, golf courses, pools, bathing beaches, parks and recreation buildings. They must be well-versed in such matters as community organization, research, surveys, finance and administration as it pertains to recreation. Special skill in public and human relations is essential, and many must be well-informed with reference to the layout, design and con-



struction of facilities. Program development and service to people, based upon democratic principles, acceptable recreation objectives and philosophy, should be the concern of all recreation workers.

Opportunities for Recreation Service

Recreation workers operate in many types of settings and may find opportunities for service in such areas as municipal, park and school recreation, industrial recreation, recreation in hospitals and institutions, youth-serving agencies, outdoor education and camping, recreation among rural people, churches, settlements and a variety of local, county, state and national agencies. The field has many facets, and we again would emphasize the importance of studying and analyzing the types of positions, their functions and requirements as a basis for building the recreation curriculum. Although there are many types of positions, the demand is more limited in some areas of specialization and in certain sections of the country than in others. Consequently, the question of demand should receive careful consideration. Institutions which ignore this question may jeopardize their position in the training field and do great harm to a new and important movement. A large surplus of workers will tend to drive professional standards downward, just at a time when the public is beginning to recognize and appreciate high standards of leadership. The universities, to a large degree, will determine whether or not we are to have a great recreation movement by the calibre of students which they admit into their training programs. They are selecting and training the future leaders who are to give guidance in the wise use of leisure to children, youth and adults in an industrialized world. The responsibility is not a small one. Selection is the key to the problem and the accent always must be upon quality rather than upon quantity.

Training Opportunities

The number of colleges and universities reporting major recreation curriculums has increased rapidly since World War II. A report issued by the association, in 1940, recorded only five schools offering a recreation major. A later study, the report of which was published in 1948, indicated that the number had increased to thirty-five. Several others have reported since that time, and the total number at present may be fifty or more. Many of these report work leading to graduate degrees, with concentration upon recreation. Other schools have indicated that a major in recreation is under consideration. The association intends to keep in touch with these training centers and their names will be made available upon request.

Fortunately, the schools offering major work in recreation at the present time are fairly well distributed geographically. They are to be found in the East, Middle West, South and Far West.

Some schools are specializing in specific areas of recreation such as industrial recreation, outdoor education and camping, rural recreation, recreation in hospitals and institutions, municipal recreation and parks. This specialization is most noticeable at the graduate level.

In some, the recreation curriculum operates under the administration of already-existing departments. Others have formed campus committees which tend to relate all departments, coordinate the training and eliminate duplication. Regardless of the administrative authority, it is important that the following principles* be observed:

1. The total resources of the university should be mobilized and utilized as far as possible.

2. The general tone and attitude of the institution should be conducive to good recreation training.

3. At least one member of the faculty, with a background of broad administrative experience in recreation, should give full time to the recreation curriculum. Other experienced and qualified recreation instructors should be added in accordance with good educational standards and practices.

4. The recreation curriculum should be separate from other major programs. It should maintain its own identity and the recreation courses should be so labeled and described.

5. The curriculum should be geared to the demand for workers and to the types of positions available.

6. During the Junior and Senior years, field work should be planned carefully and supervised by faculty and agency personnel. This should be in addition to any earlier experience, regardless of its amount or value.

7. Adequate facilities and resources should be provided to meet the needs of the entire student body as well as those of students registered for the recreation curriculum. These should include facilities for indoor and outdoor games, sports and athletic programs, rooms for arts and crafts, music, drama and social activities. There should be access to community facilities and programs, to camps and state and national parks. A recreation library and convenient and acceptable reading rooms should be provided.

8. There should be a careful selection of students, with consideration given to past school activities, promise for growth, attitudes, personality and leadership traits appropriate to the nature and function of recreation.

9. Well-planned guidance and counseling services should be available, and special efforts should be made to

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* Many of these principles were discussed and developed at the National Conferences on Undergraduate and Graduate Training held at Jackson's Mill, West Virginia, in 1948 and at the Pere Marquette State Park, Illinois, in 1950.

place students in permanent positions after graduation.

10. Continuous evaluation of the curriculum is recommended. Follow-up of graduates on the job, as an aid to their successful adjustment and as a means of keeping in touch with new developments and trends in the field, is highly desirable.

Curriculum

It would be inconsistent with American tradition, and an encroachment upon the autonomy of individual institutions, to suggest a standardized pattern. Flexibility and a creative approach to training should be maintained, and it is especially encouraging for the movement that opinions differ as to the specific courses which should be included in a curriculum for the preparation of recreation leaders. On the other hand, there is general agreement that a broad program of training, based upon the areas of study suggested, would prepare individuals reasonably well for recreation leadership.

Also, there is general agreement that most full-time, year-round positions require at least four years of college with a major in recreation. Executive and supervisory positions require a broad, cultural undergraduate background supplemented by one or more years of specialized graduate study following or preceding experience.

General Education

1. *Social Sciences*—The recreation worker must have an understanding of the society of which he is a part and be acquainted with its history and the record of man's development as a social being. Because social relationships and community organization have such a direct bearing upon the work of the recreation leader, courses in history and sociology merit an important place in his training.

2. *Literature*—Every recreation worker should be familiar with, and have an appreciation of, the best in literature. Reading is perhaps the most universal form of recreation, and experience of the personal satisfaction resulting from acquaintance with the best in literature is of great importance. Furthermore, a recreation worker needs to develop the ability to speak and write effectively.

3. *Education*—In many of its aspects, recreation is closely related to education, and the recreation leader at times functions in the role of teacher. He must, therefore, be familiar with educational methods and procedures and with the nature of human motivation in order to work effectively with individuals and groups. He must understand not only the child and his various stages of growth, but the nature and interests of young people and adults.

4. *Cultural Arts*—The history of the development of the arts and the study of their significance in civilization can make a great contribution to the student's preparation for recreation service. Drama, music, dancing, arts and crafts play an increasingly important part in recreation programs.

5. *Sciences* — A knowledge of the world in which we live and of man's environment and physical nature is of primary importance. Subjects such as biology, physiology, geology, botany and astronomy not only have a general value, but also contribute to a knowledge of recreation activities in the field of natural science.

6. *Other Recreation Activities*—Athletic games and sports, quiet games, social activities, informal discussions and forms of outdoor recreation—such as camping, nature study and aquatics —play a major role in recreation programs. Workers must have experience and leadership training in a variety of these activities and must develop considerable skill in at least two of them.

7. *Recreation: Its Nature and Significance* — The recreation worker must be familiar with the nature and functions of recreation and its significance as a governmental function and a phase of individual and community living. He requires a knowledge of the place of leisure in the world today and of the relationship of recreation and leisure. A course which provides an introduction to the field of community recreation is most desirable.

Undergraduate Specialization

The content should be consistent with the objectives of general education, with sufficient specialization following the first two years to meet the requirements for recreation leadership. The following suggestions are confined, for the most part, to the specialization in recreation. The hours and course credit value should be determined by the individual institution.

The qualified recreation instructor will know how to develop well-balanced courses from the suggested subject areas below. He will find that golden mean between the practical, the technical and the philosophical because he will be working from fundamentals, principles and objectives which characterize and distinguish recreation as a profession. His approach will vary from that of the trainer of preachers, teachers, business and other social, civic and professional leaders.

It is suggested that approximately forty per cent of the total credits required for a bachelor's degree be in specific recreation courses. These would include such suggestive topics as Nature and Function of Play; Leisure in the Modern World; Theory and Philosophy of Play and Recreation; Introduction to Community Recreation; Conduct of Community Centers; Conduct of Playgrounds; Planning Recreation Programs; Playground Management and Supervision; Club Organization Leadership; Leadership Methods and Problems; Outdoor Education and Camping; Community Organization; Arrangement of Apparatus; Court and Field Game Areas;

leadership and organization in various program areas such as community music, drama, arts and crafts, nature, sports and athletics, social recreation and games. Students should have an appreciation and understanding of all the program areas, with considerable activity skill from a lead-

ership point of view in at least two of them.

Graduate Specialization

In general, it would seem desirable that out of a total of thirty semester hours required for a master's degree in recreation at least fifteen hours be selected from such suggested subjects as the following: Administration and Organization of Community Recreation; Legal and Financial Aspects of Recreation; Layout and Design of Park and Recreation Facilities; Problems of Construction and Maintenance; Recreation Trends and Development; Recreation Studies, Surveys and Appraisals; Organization and Administration of Recreation for Rural Areas; Park Administration; Conservation of Natural Resources; Organization and Administration of Camping; City Planning for Recreation; Operation of Special Recreation Facilities; Principles and Methods of Supervision; Research Methods; Recreation Seminars; Industrial Recreation; Recreation in Hospitals and Institutions; Recreation in Private and Youth-Serving Agencies; Principles of Group Work; Community and Interagency Relationships; Community Organization for Recreation. A number of the recreation subjects in the undergraduate curriculum might well receive more detailed and advanced consideration. In fact, several of them could be combined into a single course.

Students' previous training and experience will vary and their individual needs should be taken into consideration. These suggestions are not necessarily complete, and those preparing for specific areas of service—such as camping, hospital and industrial recreation—would need to draw on additional subjects appropriate to such specialized fields.

In addition to courses designed to prepare students for professional recreation service, colleges and universities are in an unique position to contribute, in other ways, to the solution of problems involved in the recreation use of leisure time. They can offer courses in recreation activities which are available for the entire student body. Courses providing participation and leadership training in crafts, social recreation, drama, music and other recreation activities help students to aequire recreation interests and skills that afford leisure-time enjoyment and satisfaction while they are in college, as well as in later life. Such courses help prepare students for effective service as volunteer leaders in their communities. Also, many extracurricular activities contribute to this end.

Colleges can give their students a better understanding of the significance of leisure in the modern world and the important place that recreation plays in the life of the individual community. Courses in contemporary civilization, social problems and local government, among others, afford normal opportunities for stressing the significance of recreation. The understanding gained in such courses enables students, in later years, to recognize recreation needs in their communities, to evaluate plans and to give intelligent support to reasonable demands for all types of community recreation services.

The sweep of green-clad hills and the waters of Lake Fairlee, looking out from the veranda of the main lodge of the Vermont club.

Here We Go

Square Dancing

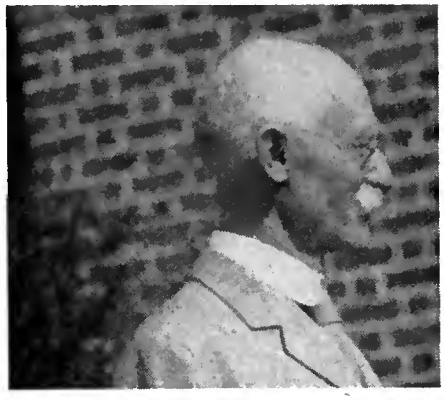
A NEW AND INTERESTING COURSE in square dance calling and teaching, which might be termed "a dancing vacation," is being introduced during two weeks in June at the Lake Fairlee Club in Vermont—a summer lodge, with cottages for families. Here square dance enthusiasts will gather not only to enjoy but to *learn*, in an ideal, sylvan setting, under the leadership of Ed Durlacher and Al Brundage.

The course differs from the usual in that it has been planned for teachers, recreation directors, group workers and other leaders interested in the techniques of teaching and organization of square dance groups, "mike" techniques, suggested dances for handicapped groups and so on. Material is planned for the beginner, as well as for the more experienced leader. Some evenings will be taken up with parties organized and directed by the students or with visits to local square dances.

Vermont country people were much on their own before the days of phonographs, movies and radio, and the occasion of getting together for a "barn raising" or "corn husking" usually led to a dance—so the local country dancing presents an interesting history and is rich in variety. In the last few years, interest in the dance has revived in Vermont and students are discovering there much material of the past and present.

Mrs. Theresa Brundgardt, Vermont Director of Recreation, is pleased that the experiment of the new square dancing course is being conducted in the Green Mountain State bringing, as it does, stimulation and direction to the square dance movement, to the benefit of native Vermonters.

A second, complete course, will be given over Labor Day week end, starting on September first. Further information may be obtained from the manager of the club—J. W. Beasley—at 346 Summit Avenue, Mt. Vernon, New York.



Joseph Lee, who was responsible for opening the first playground in Boston, in 1900.

City Pays Honor to Founders of Play

THE ABOVE was one of the headlines in the local press when Alexandria, Virginia, paid tribute to Joseph Lee for the first time last year. We combined activities in honor of Joseph Lee with the commemoration of a local sponsor of recreation, Mrs. T. Clifton Howard, who died this year. Mrs. Howard, who had dedicated her life to the betterment of city conditions, had done much to get underprivileged children off the streets and onto the well-supervised playgrounds of Alexandria.

The program, held in the Municipal Stadium, combined a rodeo and pet show and featured the United States Army Band. This outstanding one hundred piece band, of international reputation, played at intervals throughout the program and provided an opportunity for Alexandrians to enjoy this group in home territory.

In our planning of events, begun early in May, we used material from the National Recreation Association as well as ideas from its *Playground Summer Notebook*. Invitations to speakers and the United States Army Band were sent out first to determine who could come. Letters were mailed to all the ministers of the city asking their cooperation by using recreation as a sermon topic or by announcing the event in their bulletins. These received a very good response.

Mayor Franklin Backus supported the project through a newspaper announcement and story. Invitations were extended to civic clubs and many attended. The Alexandria Kiwanis Club, sponsor of our annual pet show and bicycle rodeo, agreed that this was the time to make it a bigger event —and so it was! Dogs, cats, owls, hamsters appeared from nowhere. The bicycle rodeo ran smoothly, with thirty representatives from the thirteen playgrounds vying for first place.

The Junior Chamber of Commerce discussed Joseph Lee Week on July 22 on its Forum of the Air. The local radio station made the usual spot announcements for a full week in advance of our program. Bulletins, posters and invitations were made by playground leaders and participants. Invitations were sent to all presidents of all organizations in the city—more than 110 groups. Publicity was good in the local paper, while the Washington papers gave some notice.

A crowd of some 2,500 persons attended, and the secretary of the Chamber of Commerce expressed great surprise, for "Alexandrians are reluctant to attend a local activity." The recreation department hopes to change this situation in the future.

Edmund Leamy

Roger T. Peterson, author and ornithologist, points out an unusual bird to Jane and George Harrison, Jane and Bill of "Outdoor Kids."

BIRD WATCHING IS FUN—

A hobby you can pursue in city parks.

If you've been inclined to throw up your hands at the very thought of trying to be an amateur ornithologist, get 'em down. It isn't difficult at all.

Of course you have to be interested in birds and bird life, you must like the out-of-doors, have normally good eyes and the time and the ambition. If you have these, you're all set to take up bird watching, which is part of ornithology. Until you've tried it, you'll never know how fascinating this hobby can be.

It costs practically nothing to enjoy, though almost at once you'll find yourself out to beg, borrow, steal or buy binoculars. In time, as the hobby engrosses you more and more, you may even shell out $125 to $135 for a spottingscope. This is nothing more or less than heavy, high-powered binoculars mounted on a tripod.

Ownership of a spottingscope will definitely label you top-drawer. And boyoboy! That's the life. Sit comfortably on a stool or rock and let the birds, the glasses and your eyes do the rest.

How Many Are There?

How many bird watchers there are in the United States is anybody's guess. In New York State, membership in the National Audubon Society and affiliate groups is about ten thousand. Virtually all of them are bird watchers. In addition, there is a countless number of persons who belong to no special group.

In the New York area there are a number of bird societies: The Linnaean (the oldest) at the Museum of Natural History, Robert S. Arbid, Jr., president; The Brooklyn Bird Club, Edward J. Whelen, president, 971 East Thirty-fourth Street, Brooklyn; The Rockland County Audubon Society, Mrs. William G. Irving, West Nyack, president; The Scarsdale Audubon Society, Cyril Miller, president; The Bedford Audubon Society, Robert J. Hamershlag, Katonah, president; and some others.

"Three of the greatest thrills attached to bird watching," says Kenneth D. Morrison, editor of *Audubon Magazine*, "are: one, spotting for yourself, for the first time, any bird correctly—and you'll be surprised, if you don't know anything about the sport, how often you can be wrong; two, spotting a bird rarely seen in your location; and three, building up your 'Life List.'

A Life List

"A Life List is a record of all the birds you have spotted correctly for the first time yourself. As great an ornithologist as Guy Emerson, retired banker, member of the Board of Directors and Treasurer of the National Audubon Society, has a Life List of about seven hundred names. That takes a heap of bird watching."

Bird watching expeditions under the aegis of a group or club take place usually over week ends, sometimes once a month. Every year all bird watchers throughout the United States cooperate in taking the annual bird census, a practice begun fifty years ago by the late Dr. Frank Chapman as a substitute for the old "Christmas Hunts."

Taking a Census

In the first year of the census, only twenty-seven bird watchers participated; they counted ten thousand birds. During the winter of 1949, 4,615 observers participated; they counted 8,600,000 birds.

The census is taken in the winter and always in the same two weeks, because, as Mr. Morrison says, "with the leaves off the trees it is easier to see the birds. Most active periods in the bird world, however, are spring and summer.

Reprinted through the courtesy of the New York World-Telegram and Sun.

"Audubon Society members on field trips don't confine themselves merely to bird watching," Mr. Morrison adds. "They learn to identify flowers, trees, grasses, shrubs and insects—a new world. The purpose of the national organization is to increase interest in nature and conservation of soil, water, forest, birds and wildlife."

Try City Parks

But, in the beginning at any rate, the tyro had better stick to birds. It's very simple. The initial expense needn't be more than fifty-five cents—thirty-five to purchase a little book, *How to Know the Birds—A Simple Aid to Bird Recognition*, by Roger Tory Peterson, one of the best known ornithologists in the world, and ten cents earfare each way to one of the big parks in the city.

An enthusiastic group of campers, equipped with binoculars and spottingscope, enjoying their hobby of watching birds.

There are plenty of birds in the city parks. Best time to go watching is in the early morning during the spring or summer. Some stalwarts think that you should start out at dawn, but you don't have to pay any heed to them. It's fun to bird watch in the winter, too, for the same reason that the census is taken in December.

Mr. Peterson's well-illustrated book tells you for what to search when you wish to determine what any bird may be that takes your eye. It asks questions: What's the bird's size? Its shape—chunky, like a starling (illustrated), or slender, like a cuckoo (illustrated)? Its bill?

How does it act? Does it cock its tail up or down? Does it wag it? How does it fly—undulatingly, straight, erratically? Does it skim or soar? What are its "field marks"? Its voice? The book tells where different birds can be found and the season when they can be seen.

When you've absorbed all of this, like the birds, you'll want to spread your own wings. The next step, if you haven't already taken it, is to join the Audubon Society (dues five dollars a year, and you get the *Audubon Magazine free)* or one of its branches or affiliates.

Take Field Trips

As a member of a bird club, you'll go on field trips with skilled leaders who'll call your attention to the "barred owl in those woods there," or to "a swamp sparrow in that thicket" or to "a bittern in the swamp," or to something equally exciting.

Field trips usually take about half a day. On them you'll find everyone eager to help you "to belong." And you'll learn, too, that your bird watcher colleagues, who are fortunate enough to live outside the city, never cease to be active bird lovers. Mr. Morrison is an example.

His home is on an acre of ground, with fields and woods nearby, about halfway between Mt. Kisco and Armonk, New York. All winter long he maintains bird "feeding stations" on his property. In the rough bark of a tulip tree he smears peanut butter, a delicacy. On a big bare rock he spreads miscellaneous grain. On the window sill outside his dining nook, in a glass-roofed trough, he puts sunflower seeds. Every morning he can watch his feathered guests feeding while he enjoys his own breakfast.

Prominent Watchers

Bird watchers come from all groups of society, ranging in age from five and up. Many prominent people have been and are bird watchers—John Kieran enthusiastically so. When he goes bird watching on his own, he usually takes a friend or two along with him. One of these is Thomas J. Watson, president of International Business Machines Corporation.

The late Irvin Cobb was a bird watcher. John D. Rockefeller, Jr., is a member of the Audubon Society. Last November he received the society's medal for distinguished service to conservation. Other members of the society include Senator Spessard Holland of Florida and Frederick Lewis Allen, as well as such stage, screen, radio and TV stars as Fred Allen, James Cagney and Tallulah Bankhead.

A serious group of watchers, on tour in the state of California, find an abundance of birds to engage their close attention.

The glamorous Tallulah hasn't gone on any bird watching expeditions to date. It'll be a memorable occasion when she does. That day, for the first time in the annals of the Audubon Society, the bird watchers won't be able to keep their eyes on the birds.

FINGERS IN THE SOIL

Initiative and responsibility grow on a half acre where 230 children till the soil.

Frances M. Miner

BE IT SIXTY-NINE radishes or thirty-four beans, the first harvest is a thrilling experience to junior horticulturists. From the Children's Garden of the Brooklyn Botanic Garden,* they take home far more than radishes and beans. They take home visions through new doors which have been opened to them by working with plants and soil.

One young gardener was quite disturbed when his tomatoes failed to produce fruit. The plants were healthy but lacked tomatoes until the day an instructor saw Johnny picking off the blossoms. Why? Because he wanted tomatoes on his plants and "not these old yellow flowers." Johnny learned the hard way that a blossom is necessary to fruit production and that fruits lead to seed which, in turn, lead to new plants and more flowers. Johnny took home more than tomatoes.

And, then, there was little blond Joan who asked, "Why aren't there seeds in the radishes?" That answer could be grown—a radish plant was allowed to bloom and form seed. Joan learned that the edible part of the radish is not a fruit but part of the root system. Then she began to notice that not only roots and fruits of plants are eaten, but also stems of asparagus, leaves of spinach, leaf stalks of celery and the flower buds of broccoli. The radish seed Joan planted that spring sprouted far more than round, red radishes.

The Saturday morning classes which begin early in the spring, indoors and in the greenhouse, prepare each child for actual gardening. Soil is prepared; seed is sown in pots and the seedlings are pricked out and planted in flats. A garden plan is laid out in chalk on the floor and each child learns how to measure rows and space the seeds of beans, carrots and lettuce. Succession plantings are planned and many different vegetables selected—children like variety. More important, perhaps, is the choice of some fast-maturing crops such as radishes and spring onions—for children are impatient for results. Two months is an eternity at the age of nine. But in their own garden, where they watch vegetables grow, Jimmy and Peter and Agnes learn to wait. Though not as pretty as flowers, a vegetable crop is practical and edible. Youngsters like practicality and do not have to ask, "What's it for?"

Often the idea has been expressed that every child should have a puppy. Every child also should have a garden, for only in a garden can he learn to evaluate the true importance of plant life. A puppy is a living thing; so is a plant. It is necessary to know something of both.

An eight-by-ten-foot plot may seem small for two young gardeners, but with care and a little planning, they can reap a bountiful harvest. The challenge of successfully growing beets, onions, corn and tomatoes carries with it the deep satisfaction of individual accomplishment. This is more lasting than soup greens and salad. The ability to work hard either together or alone, to respect the rights and property of others and to have a good time on the job—these, too, are part of the harvest.

*Now in its thirty-eighth consecutive season.

Success! The first crop goes home with the serious gardner of Number 10. The harvest is always a thrilling experience.

"Watch your feet—that's someone's garden!" Children's cooperation makes garden a happy place.

Reprinted through the courtesy of BROOKLYN BOTANIC GARDEN RECORD.

Mrs. Lloyd L. Grant

a "Flash Drive" pays off

As has happened in so many communities, a time-honored problem was faced by Puyallup, a town of approximately ten thousand population in western Washington—that of raising funds for a community project. This was to be a living war memorial, and a controlling board had been set up for the planning and financing of some worthwhile development before the end of the war.

Funds came in satisfactorily at first, and approximately eleven thousand dollars had been donated from the various service organizations of the town and from the proceeds of the community's annual celebration, "Days of Ezra Meeker." Finally, donations practically stopped coming in, however, and the Living War Memorial Board was faced with the necessity "either to fish or cut bait."

The board had no need to survey the town for a project, there being no existing field house or recreation building of any sort for the activities of young people. Also, the many clubs and organizations of the town had difficulty in finding places to meet. So the board made the obvious decision to plan a recreation building. A town meeting, called by the board, approved this selection. Now for the funds!

A bond issue—using funds on hand for the financing of the issue—was the hoped-for solution, but the board found this could not be done for several reasons. Many necessary bond issues had to be presented to the voters in the coming election; a complete new sewer system was mandatory; schools had to be constructed immediately in order to relieve congestion; other vitally important issues were to be presented. It was obvious that taxes would have to be doubled by the sewer and school bonds alone; a recreation building bond issue was out of the question.

A drive for funds seemed to be in order, but a Red Cross drive usually netted around five thousand dollars in the town, and the Community Chest had difficulty raising seven thousand five hundred dollars. Obviously, something much more than this would have to be done.

Perhaps a more spectacular type of drive could be worked out. Someone had heard of a two-hour drive that had been put on somewhere—could we use that idea successfully? Well, we could try! A drive chairman was selected; a date was set for six weeks later, between the hours of eight and ten p.m.; and we were on our way.

Plans for a modest building were drawn up and a budget worked out. The building was to be erected in a city park, so no grounds need be purchased. The board estimated that an additional nineteen thousand dollars would be required and that amount became the goal of the drive. With just six weeks for the "Flash Drive," committees had to go right to work, planning to canvass the entire town within a two-hour period. This meant that hundreds of canvassers and workers would have to share in the work instead of dozens, and that the public must be made fully aware of the drive and be eager to cooperate.

The chairman decided that the pre-drive promotion and publicity should be spectacular and enthusiastic. The many teen-age groups, consisting of YMCA clubs, school societies, church youth groups, Boy and Girl Scouts, Sea Scouts and so on, were approached and, in their eagerness to obtain the recreation center as well as to do their civic duty, they took on responsibility for the lion's share of the work of pre-drive promotion.

Committees were set up, with one definite job for each. One committee wrote spot announcements and prevailed upon the local radio stations to contribute their announcing as a public service. Another committee wrote publicity, using pictures of social leaders, well-known businessmen and educators to keep up news value. The newspapers cooperated splendidly and reams of publicity were printed, all newspapers giving the project front-page publicity on the day preceding the drive.

One committee arranged for signs to be placed in all buses. These were made by high school art students and gave credit to the merchants who were contributing their contracted space for these signs. Another committee approached the local billboard companies and obtained the donation of several billboards to advertise the drive. Great canvas banners were hung across the streets, the lettering obtained at cost, their making and hanging

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AUTHOR *was member of Puyallup Flash Drive Committee.*

donated by the firemen.

One thousand car bumper signs were donated by one of the local newspapers and installed upon cars by Boy Scouts. Slides were made for the local theatres and shown at every performance. Ministers cooperated with announcements from their pulpits every Sunday. A committee of Minute Men, mostly lawyers, sent one of their group to speak to every club, organization or meeting of any kind held during the entire six weeks. A committee of the youth organizations made and set up clever roadside signs on each side of every highway leading to the town. With the permission of the merchants of the town, committees worked out dozens of very attractive displays for store windows. Every other shop displayed a window poster, made by the art classes, or clever signs with cartoons drawn upon the glass in tempera paint. Arm bands, made of colored shield-shaped tag board, mimeographed, cut out and stitched upon tape, were worn by the hundreds of committeemen and workers all during the drive and became a coveted badge of honor. Booster tags—three-inch tagboard discs—were also mimeographed, cut out and delivered by youth groups to the businessmen of the town for all clerks to wear: and zealous groups checked constantly to see that they were being used!

Five thousand handbills were mimeographed and delivered each week by the youth organizations to every house in town and placed in parked cars. This was done three times during the last week, two handbills and a full-sheet bulletin of instructions being delivered to householders. The bulletin presented the need for the building and information on the drive itself.

During the last week, the telephone committee divided the phone book and called every number listed, asking for cooperation in the drive. Two sound trucks—donated—toured the town with Minute Men speakers. General Petroleum sent their Mobilgas blimp to hover over town the day of the drive, dropping clever, mimeographed handbills upon the backs of one hundred of which were highly advertised theatre passes donated by the local theatres. A huge gatefold display ad was run in the newspapers the day preceding the drive, sponsored as a public service by a list of business houses.

In all pre-drive promotion, three things were stressed: cooperation by staying home from eight to ten p.m. on July twenty-sixth; the giving of two days' pay; and staying tuned to KMO—the radio station used—for a home talent show and drive progress.

The various teen-age groups played a big part in the entire drive. They met often in groups of several hundred, elected a drive captain and board of their own and worked tirelessly, many giving full-time to the job. They made and placed all road signs, bus signs and window posters. They mimeographed and delivered all handbills and bulletins, workers' arm bands and booster tags. They typed hundreds of letters of solicitation to corporations, organized pep rallies, made banners, and older groups handled the telephone campaign. They also helped spectacularly during the drive itself as shall be seen.

New recreation building in Puyallup nearing completion.

The town was carefully plotted by a committee from one of the leading service clubs, who worked with the city clerk from census figures. Allowing ten minutes per call, and taking into consideration the congestion of some blocks and the greater distances between houses in other areas, exact lists of specific addresses were worked out by this committee for each solicitor. Also, exact boundaries were established for each captain of solicitors.

With these well-defined borders set up, crews for the solicitation were organized as follows: a captain and co-captain were stationed near a telephone in their area and enough solicitors were assigned to them to cover their territory in two hours. A drive colonel was appointed, whose duty it was to obtain fifty-five captains and a like number of teen-age co-captains, to be assigned to specific territories. The captain and co-captain obtained their own crew of adult and teen-age solicitors. Constant and rigid checking was maintained to see that each worker understood his duties and had carried out his assignment. Nothing was left to chance throughout the entire drive.

Each solicitor was accompanied by a grade school student who acted as messenger, carrying messages of contributions received back to the captains to phone into headquarters. The grade school messengers also had another duty to perform. It was recognized by the board that donated labor could be a factor in erecting the building and that pledges of such labor to be donated would aid in the planning. So special blue labor pledge cards were given to the messengers. It was their duty to solicit donations of labor *after* the solicitor had pre-

sented his plea for cash or a pledge of cash on his white and yellow cards. The reason for putting the labor solicitation into the hands of the messenger was to prevent the adult solicitor from asking for it instead of cash. The solicitor was supposed to sell the householder on the idea of cash donations.

"School" was set up by the drive chairman for three nights preceding the drive. All drive crews were asked to attend any one night. At this school, supplies were given out and detailed instructions were gone over to insure the preciseness of the mechanism of the drive. These instructions were mimeographed for captains and solicitors separately and distributed for on-the-spot reference. Solicitors were taught to sell; objections were anticipated and methods of overcoming them were studied. The most effective ways of presenting the appeal were presented by inspired selling experts. Not one of the 110 captains or co-captains failed to attend the school, and less than ten of the over two-hundred solicitors were absent. This gave proof to the chairman of the effectiveness of the pre-campaign ballyhoo, and assured an efficient crew for the big night.

A large crew of troubleshooters lined up to stand by at headquarters in order to take care of any unforeseen problems and to act as solicitors when a captain found that her crew was not large enough to cover the job. Incidentally, so little trouble developed that this crew spent an enjoyable evening listening to the radio program and watching the excitement.

A pre-drive rally for all solicitation crews was organized in the high school auditorium for the hour preceding the drive. Crews got together; additional supplies were distributed; and last-minute instructions were given for the first half-hour. Then, at seven-thirty, Dr. R. Franklin Thompson, president of the College of Puget Sound, addressed the rally. The radio broadcast began at that point, so his speech was carried to the townspeople. Dr. Thompson is a nationally-noted speaker of almost hypnotic power and was undoubtedly a factor in the success of the drive. His services were obtained by the commander of the American Legion, who was in charge of the rally and the memorial service which ended the drive.

The speech ended promptly at seven-forty-five and the high school band, which was on the stage to play during the two-and-one-half-hour radio broadcast, broke into the *Star-Spangled Banner*, after which the inspired crews filed out of the auditorium in silence to their waiting cars, to go to their stations. At eight o'clock, all the whistles and sirens in the town created bedlam and the drive was on—in a downpour of continuous rain!

A leading radio station was engaged to broadcast the rally preceding the drive and the entire drive itself. These two-and-one-half hours of radio time were paid for by radio advertisers of the town, each of whom was allowed his usual commercials. However, many merchants did not take advantage of this privilege. The town's top talent was obtained for this show and their appearance advertised to attract listeners.

The popular prize-winning high school band formed the backbone of the program. The show was highly advertised and was good enough to attract even listeners who were not interested in the drive. Later, drive workers reported that one hundred per cent of the town's radios were tuned in to the program.

The commander of the VFW was made drive general and given a map of the town on the night of the drive, with the station of each captain numbered and spotted thereon. Each captain was to phone in his report of contributions every fifteen minutes. If he did not hear from a captain, he sent a messenger out to see what was wrong. These messengers were National Guardsmen in resplendent uniforms, mounted on motorcycles.

The purpose of these fifteen-minute reports was not primarily to spot trouble, but to pick up news of donations made, with names and amounts, to be broadcast. The local telephone company cooperated by setting up a bank of phones to handle messages. All that a worker had to do in order to reach headquarters was to say the magic words, "Flash Drive," and he was put through to the members of the telephone committee stationed at the many phones in the high school building. The message then was written and dispatched to the auditorium headquarters by the Sea Scouts, who acted as runners. The program alternated a three-minute musical number with three-minute bulletins. Only a part of the donations could be read, but enough were given to keep excitement at fever pitch. The business district had been secretly solicited before the drive, so a list of donations was on hand to announce before the bulletins began to come in.

Many colorful stunts were planned to keep interest stimulated throughout the town during the drive. Some of these were modified by the rain, but their noise was heard all over town. The county sheriff sent his colorful mounted posse to parade the streets in full regalia; the American Legion policed all areas in uniform; National Guardsmen acted as messengers on motorcycles with sirens screaming; highway patrolmen and local police patrolled outlying districts. The very loud and deep-voiced siren of a cannery was chosen to blow the fifty-dollar whistle and sounded for every donation of that amount. The "Fifty-Dollar Honor Caravan" was a popular and colorful stunt. This consisted of two decorated and placarded cars driven by VFW drivers in uniform, the first car containing the fifty-dollar donor, the second filled with cheering teen-agers, led by a National Guard motorcyclist, siren screaming, carrying the donor to the cannery to blow his own whistle. Many donors sent their children for the thrill, and the idea was so popular that many additional caravans could have been kept busy.

The radio station had its mobile unit touring the town, picking up interviews and describing local color. A great deal of the whistle-blowing went over the air through this mobile unit, but the whistle blasted almost continuously throughout the drive, so that the townspeople heard it through their walls, if not by way of the radio.

Also continuously heard, and occasionally picked up

by the mobile unit, were the newly-installed, powerfully-amplified chimes of the Methodist Church. These were called. for purposes of the War Memorial Drive, the "Voice of Memory" and played stirring hymns.

Timed to be completed just as the drive went off the air was the Memorial Service, held in the city park under the auspices of the American Legion. Silence was requested on the radio and all noises ceased at nine-fifty. A chaplain presided over a simulated grave and a wreath was laid, followed by the salute of the American Legion's decorated honor firing squad. All of this was broadcast, ending with taps from the Legionnaire's bugle.

As fast as the crews of solicitors completed their territories, they filed in to report to the battery of twenty accountants recruited from the local banks and finance companies. Soaking wet, hair streaming—for it was still pouring rain—they were thrilled and happy. Hot coffee appeared from somewhere and the steaming room became packed with milling, sodden workers, first waiting to be checked in and then waiting for results as the

(Continued on page 112)

Children raise flag on the playgrounds, Memphis, Tennessee, on July Fourth.

HAVE YOU A PROGRAM ON THE FOURTH?

Robert Kresge

It wasn't so long ago that the most significant of our national holidays, the Fourth of July, was *the* time for community celebrations everywhere. Everyone participated or had almost as good a time watching a full day's program of activities. Civic pride thrived on such projects.

Then came the automobile. The public could move fast and easily. It proceeded to do so, scurrying off to beaches, parks and other recreation areas. Just as these areas now do their peak business on the Fourth of July, so also do the highway police and ambulance drivers.

Because of the safety factor and the crowded conditions found at all play spots, a new trend finds the community observance of Independence Day making a strong comeback. People will gladly stay home if there is some sort of unusual entertainment available. Public recreation departments are presented with a great opportunity to be of much appreciated service in providing this entertainment.

Butler, Pennsylvania, staged a Fourth of July celebration in 1949 which was successful from every possible angle. The entire program was planned and produced by the people, with the board of recreation serving as a coordinating agency. The organization was as follows:

The mayor's committee was the general committee. Appointed by the mayor, it consisted of twelve prominent citizens, men and women, representing business, industry, education, the press and all three religious faiths. The director of public recreation served as secretary to this group.

The mayor's committee planned the program and established operating committees to carry out the different parts of that program. Every service club and veterans' organization was requested to furnish three names and other committees were made up from these names. A concert and pageant committee was responsible for the afternoon program in Ritts Park. Another committee arranged a drum and bugle corps demonstration given at night at Pullman Park. This was followed by a fireworks display which was planned by a fireworks committee. Since this was the costly part of the day's program, this committee also raised the funds necessary for the entire celebration—approximately one thousand dollars.

Two other committees completed the organization. The publicity committee contributed a catchy slogan, "It's Butler on the Fourth," and handled the usual details. A safety committee was responsible for the safety and comfort of the crowds. Members of the mayor's committee served as chairmen of all but the safety committee, each group averaging fifteen members.

The response was proof that the public is ready and willing to stay home on the Fourth. No larger crowd ever jammed Pullman Park and the comments heard on the fifth of July were decidedly complimentary. There is no question in anyone's mind that the program was sufficiently worthwhile to be repeated each year.

The success of Butler's 1949 community Fourth of July celebration was attributed to the fact that it was a local production throughout, from the planning to the execution. No outside professional help was used; all the entertainment came from the community. The only "outsiders" in the entire program were the two men who set off the fireworks.

ROBERT KRESGE *is the saperintendent of recreation in Butler, Pennsylvania.*

A STUDY OF PERSONNEL in School Recreation

INTERESTING FACTS relating to personnel in school recreation appear in a bulletin recently issued by the Research Division of the National Education Association of the United States.* The study, which includes also health and physical education, was undertaken because of the scarcity of reliable up-to-date information as to what the schools are doing in these fields. Reports were received from 873 city-school systems. The bulletin is confined largely to factual information and no attempt was made to evaluate any of the data qualitatively. The facts presented, therefore, cannot be used as indexes of either good or bad practice, but they do portray the present status of selected features.

In reporting on standards for enrollment and time scheduling, it is pointed out that the requirements of adequate time for recreation in the school schedule cannot be stated easily because of the difficulty in defining and evaluating recreation. "Generally speaking, recreation consists of the things we do for our own enjoyment." A reasonable rule proposed states that "every day each pupil is entitled to some time for those things which he enjoys."

The report points out that the value of enrollment percentages of pupils in regular programs of recreation is limited, in view of the lack of previous understanding specifically as to what activities constitute recreation. The report states: "Recess periods, after-school games, school movies and various club activities were considered as recreation by most of the respondents. However, there were many other scheduled programs which were counted by some superintendents and not by others."

The percentage of elementary pupils enrolled in regular school recreation programs was thirty-six per cent in 825 systems reporting, thirty-seven per cent in junior high schools in 537 systems and forty per cent in high schools in 776 systems. The number decreased progressively from fifty-six per cent in elementary schools in cities of 2,500 to 4,999 population to thirty per cent in cities of one hundred thousand and over. In high schools, however, the smallest and largest population groups reported a considerably higher percentage of enrollment in recreation than the three intermediate groups. In no type of school or population group did the percentage exceed fifty-six, which was far below the percentage of pupils enrolled in health and physical education programs. No data were reported as to time devoted to recreation programs.

In commenting upon personnel needs, the report states: "Principles for determining the need for personnel in recreation are nonexistent. In summer programs it is desirable to have some specially-trained persons to organize and to furnish over-all direction. During school months, most of the responsibility for recreation programs will rest with the regular school staff; however, in the larger systems, one or more directors or supervisors may be needed to coordinate recreation with other school activities." A total of 4,014 full-time and seventy-eight part-time employees in summer recreation programs was reported. No count was made, however, of recreation personnel employed by non-school agencies in these cities.

Of the school systems reporting, only 10.7 per cent employed at least one full-time summer recreation worker and 87.8 per cent employed no such personnel. The preponderance of such employment in the large cities is revealed by the fact that eighty-five per cent of all the recreation workers reported were in cities of one hundred thousand or more. In cities of 30,000 to 99,999, the average was about two full-time persons per school system; in cities of 10,000 to 29,999, one-and-one-half per system. These figures clearly indicate the relatively small role played by schools in furnishing summer recreation programs in most cities.

The average income for summer workers was $362 for the season, with the period of employment averaging from eight to ten weeks.

School superintendents were asked to list, aside from budget limitations, the most serious obstacles and difficulties which must be overcome in order to strengthen their programs in health, physical education and recreation. Lack of adequate physical facilities—including gymnasiums, suitable play areas and equipment—was listed by the largest number of school systems (220). Some of these respondents explained that money alone would not solve the problem because site expansion was impossible and playground sites were not available anywhere near the building. Shortage of adequately-trained personnel, an inadequate public relations program and uncooperative parents were also listed by many superintendents.

The report states in summary that extensive progress has been, and is still being, made, but that, in many respects, programs as a whole still fail to measure up to the minimum standards recommended. "Boards of education, in purchasing sites for new buildings in years past, gave too little thought to expanding school programs and future enrollment. Ample play areas, suitable athletic fields, adequate gymnasiums and provisions for building expansion received little or no consideration in many cases. Boards should be certain that past mistakes are not repeated in their building plans for the future."

**Personnel and Relationships in School, Health, Physical Education and Recreation,* October 1950. $.50.

NEEDS in new Housing Units*

Mrs. Roy V. Wright

THE AUTHOR SPEAKS AS HOME OWNER, TAXPAYER, RECREATION COMMISSIONER AND AS A GRANDMOTHER.

ON A BEAUTIFUL day in October, I flew half-way across this country and, fortunately, had a seat which gave me a clear view of the countryside. From LaGuardia Airport to the end of the flight, the most impressive sight was the great number of new developments—miles and miles of new houses, whole new communities—but in not one that I could see was there open space for a park or a playground.

If we are to keep our normal people normal, some serious thought certainly should be given to providing areas for recreation in every community, with a planned program to supply leisure-time occupation for many of our citizenry. Shorter work weeks and a more adult population require a broader outlook in the field of recreation.

What does one want or need to look for in locating a new home? Is it just four walls? Surely there should be a place for children to play—where they can learn how to mingle with, and enjoy, all kinds of people, where neither race nor creed enter the picture.

In Newark, and in most metropolitan areas, one must learn to work and play with people from every nation. In learning to know them, it is possible to have a better understanding of them and of the situation in the world today. Someone has said that the people we do not like are the ones we do not know. I believe Will Rogers once remarked that he had never known a man he did not like. Children given this opportunity to know people may be better fitted for future leadership in their communities.

Children who live in apartments need playgrounds where they may work off surplus energy, making it possible for the family to enjoy their company when they are at home. It is necessary to have areas for young mothers where they may take their babies or where friends may meet—a well-organized playground for every age. No longer can recreation be considered in terms of youth and consist only of sports and entertainment. It must be so large in scope as to include every group from tots to the lonely older person. A well-rounded recreation program develops a way of life and gives something to every participant. When homes had backyards and there were vacant lots in every neighborhood, when houses were large enough to accommodate an aged member of the family and one could retreat to his own corner on a rainy day and send the children to the attic or the cellar to find amusement, living was much less complicated.

Now we need a parking place for our children as well as for our cars because they must be kept off the streets. We need a skilled director to guide the teen-agers in their clubs and sports; older young people need organized

AUTHOR *was appointed to Board of Recreation Commissioners of East Orange in 1936; served for twelve years.*

*A talk given at *The Newark News* Forum on "Play Space in New Neighborhoods."

leadership to enable them to continue skills, learned in school or college, which enrich not only their lives, but life in the community as well.

Providing playfields and recreational opportunities for all ages is sound city government. Recreation helps to build community spirit and neighborliness which every city needs. It should be a part of early planning. Since we cannot live to ourselves alone, let us learn to live and play together. How much better adjusted is the adult who has learned this difficult lesson—and where can it be learned better than in well-directed recreation centers? As a taxpayer I am interested. I would much prefer to have one cent of each tax dollar spent for recreation development in one of our Essex communities, spent to keep normal people normal, than to have to spend many times that amount of my tax money to try to return mentally sick to normal living.

How many of those now in our mental institutions are where they are because of "not belonging" to any interesting or interested group? In seeking satisfactions they have become lost and have not chosen well.

How many of our delinquents might have found their satisfactions in other channels than crime had their environment and opportunities been different? Recreation is really re-creating relaxation from regular activity and, therefore, is a morale builder.

Just last week a well-known physician told me that years ago he found relief from mental strain resulting from his heavy responsibilities by joining a little theatre group. He became so interested that after an evening with the group, he returned home refreshed both mentally and physically. Through the years, he has continued this recreation which helps him in his effort to help others. It is his hobby.

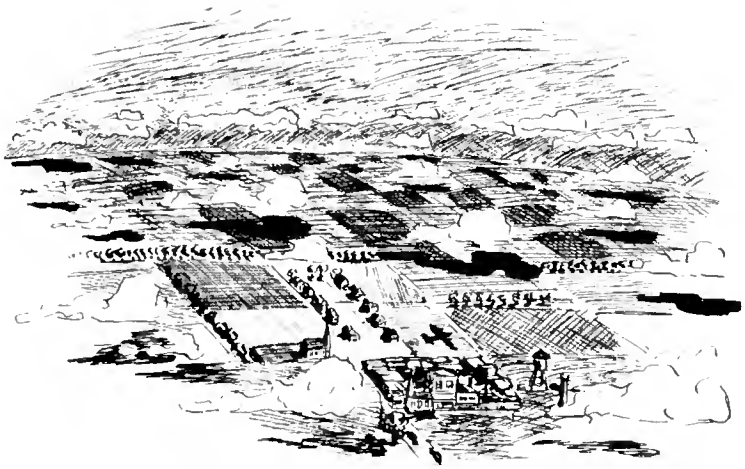
A great doctor has said: "The two weeks a year you don't work may be more important than the fifty you do," which emphasizes the need for relaxation and vacations. Since many of our people must find vacation relaxation near home, this country provides areas in our many beautiful parks.

Granted more facilities for comfort and enjoyment might be provided, but many picnic areas are available and there are areas for active sports. Some of our communities are making progress in enlarging the scope of their programs to meet current needs. The National Recreation Association and some outstanding recreation directors are largely responsible for what has been accomplished thus far.

More varied programs could be made available to our people if more of our citizens would take an intelligent interest in trying to obtain greater cooperation from our public schools for the use of their facilities after school hours, and in taking a more active interest in church activities for youth. Ball fields and tennis courts are fine, but let us not forget that the teen-ager needs clubs where fun is there for the taking, and that the lonely older man needs a comfortable place in which to meet his friends for a game or relaxation. I know of one group of very old men who met for years in a corner of a furnace room to play checkers. Now they enjoy a better place because someone was interested. Spectators also should be considered and little theatre groups encouraged. All of these things will make a community a better place in which to live. Let us hope, therefore, that every new housing development will be planned for better living.

Well-known Dr. William Menninger has stated:

"Recreation has not only played an important part in the treatment program of many mental illnesses, but it has been a considerable factor in enabling former patients to remain well. Therefore, psychiatrists believe that recreative activity can also be a valuable prevention of mental and emotional ill health . . . The psychiatrist would recommend the importance of taking aggressive steps to educate the public as to the value of recreation in the maintenance of mental health."



Wading Pools . . . An Asset or a Liability?

Continued from the April issue of RECREATION

Russel J. Foval, Superintendent of Recreation, Decatur, Illinois—At one time our city had wading pools but discontinued the use of them because of the cost of maintenance and operation, the safety hazards involved and the difficulty of securing proper sanitation. We substituted spray slabs, and think we minimized all of the undesirable features of a wading pool; but most important is the fact that now we can afford ten spray slabs for the cost of one wading pool. This, of course, means that we can reach many more people. Our objective is to have one spray slab on every playground to take the place of street showers and wading pools.

We try to spread our money as far as possible, and feel that we have no right to spend too much on any one phase of our program. The wading pool expense is out of proportion to other expense, particularly when we can solve the problem with a substitute.

The wading pool is probably satisfactory for the large city because such a large amount is necessary that operating expenses can be justified. The more that are operated, the lower the cost. However when you only have two or three to operate, it becomes too expensive. Most departments are constantly on the lookout for ways to give more service on limited budgets, and we feel that the use of spray slabs instead of wading pools is a step in the right direction. Also, the use of spray slabs instead of street showers is a safety and health measure.

Robert A. Lobdell, Superintendent of Recreation, Evansville, Indiana—This subject of wading pools is of great interest to me because I always have felt that wading pools were the most dangerous type of facility on any playground. I based my thinking upon two primary reasons: first, it was impossible to provide sanitary water economically in a wading pool and, secondly, it was impossible to provide qualified lifeguard supervision. As you well know, most wading pools have a depth of from ten to twenty-six inches of water. (Few wading pools have water twenty-six inches in depth; a pool of this type is essentially a children's swimming pool.—Ed.)

A civic organization of Evansville last year constructed a shelter house and spray pool and turned it over to the park department for operation. We also have three other wading pools which we converted into spray pools during the past summer. This was done very economically by placing a three-quarter-inch pipe around the perimeter of the pool and puncturing small holes in the pipe to create a spray effect in the center of the pool.

At first the children complained because they wanted a standing depth of water in which to play but, gradually, this idea was dispelled and, by the end of the season, the spray pools were receiving as much participation as had wading pools in previous years.

I should like to say that wading pools, as we have known them in the past, should not be included in the facility plans of any recreation or park department. The only exception I would make to this is when they are contiguous to a swimming pool, where the water can be made sanitary and competent supervision provided.

The spray slab used in Decatur, Illinois, is a rectangular area of concrete reinforced with wire mesh, dimensions sixteen by twenty-eight feet and with rounded corners. It has no curve, but slopes toward a drain in the center of the slab, which is four inches lower than the perimeter. Six sprinkler heads, with three-quarter-inch nozzles, are set six feet apart in parallel lines near the center of the slab.

O. A. Zeigler, Secretary and General Superintendent, Board of Park Commissioners, Tulsa, Oklahoma—We have twenty-three wading pools in our parks. These are the circular type, measuring forty feet in diameter. The water depth measures from three inches at the sides of the pool to approximately thirty or thirty-one inches at its center. We also have four rectangular pools, with graduated depth similar to that of the circular pools.

The wading pools afford the most popular recreation activity in our city parks from the time they open on June first until they close on Labor Day. They furnish splendid exercise for the boys and girls, who are permitted to use the pool for one hour. Then they must come out of the water and rest in the sun for thirty minutes.

We have not had any serious accidents in our pools. The only way a child can be injured is through his own carelessness—such as taking a running jump into the pool or diving and bumping his head. A caretaker looks out for the welfare of the children in the pool.

We use the seventy per cent chlorine powder in combination with ammonium sulphate as a disinfecting agent. The pool is emptied each night and before filling it with water the following day, it is thoroughly scrubbed and washed. The chemical is added to the water four to five times a day, depending upon the load and the weather.

There never has been an infection of any kind traced to the wading pools in our city. We maintain a good test and we have been enjoying excellent results.

The new state laws relative to swimming pools are attacking the wading pools and the state health department is recommending that the latter be equipped with a chlorinator and filters or that they be converted into spray basins. I feel that the spray basin would be satisfactory but that it might not be as popular with the children as the wading pool, which furnishes more active exercise.

ARE WE ADEQUATELY MEETING LOCAL NEEDS?

IN THE MATTER of the cooperation of recreation departments with local housing authorities, in developing programs and services for low-rent housing project families, a letter from the Public Housing Administration in Washington states:

> *"Reports from the field indicate the urgent need for more cooperative planning between housing staffs and recreation agencies."*

Although full cooperation has existed in some cities which have wide-awake and progressive recreation departments, the picture as a whole shows that a great deal more needs to be done by both groups in working out a cooperative plan at the local level. Only by this means can an adequate provision of very necessary recreation facilities, as well as program and leadership services, be assured.

Unfortunately, in some cities where there are established departments of recreation, local authorities' housing projects have not been able, for various reasons, to secure any assistance. Are we then, as a profession, to admit that we are inadequate to meet these current needs? Or are these cities the exception to the rule? In the case of one city, it has been pointed out that the "city park and recreation department's funds go for the upkeep and maintenance of football stadiums, golf courses, parkways, tennis courts and city landmarks, with the result that very little money is left for leadership of neighborhood programs."

On the brighter side, however, in the cities where full cooperation has existed, leadership has been furnished on a year-round basis to develop programs and services for all age groups and to meet their varied interests. For instance, there have been developed numerous teen-age clubs, classes in art, handcrafts, dancing and dramatics. There have been varied outdoor activities and many special programs such as pageants, festivals, carnivals and tournaments. Even in cities where assistance has not been year-round, leadership has been furnished during the summer months, at least, for playground programs.

Some of the greatest values derived from cooperative planning between housing officials and recreation departments have developed from the various recreation training programs in which project tenants have participated. For instance following arts and crafts institutes, sponsored by local departments, so much interest was created that tenant leadership—with the assistance of local trained staff—was able to continue such classes for other tenants. In some cases, even housing management staff has participated in these training courses.

The following information summarizes recent reports to the Public Housing Administration from a limited number of local housing authorities in cities throughout the country, where services have been provided housing projects by recreation agencies.

Memphis, Tennessee — Playground directors for housing projects are provided by the recreation department of the Memphis Park Commission for a limited program during most of the year; however, these directors give their full time in the summer.

Austin, Texas—The city recreation department maintains two leaders in the white projects. These leaders work with the staff in providing a program that is flexible enough to include all sorts of activities for various age groups. One leader is provided for the project for Latin Americans. No leadership is provided for the Negro project as the city recreation center for Negroes is only a few blocks from it.

Oklahoma City, Oklahoma — There is a city park and program across the street from the project. They provide nine baseball diamonds, two swimming pools, wading pools, tennis courts, playground equipment, picnic facilities, a clubhouse for handcrafts work and supervised instruction for most of these activities during the season.

Perth Amboy, New Jersey — Year-round leadership is provided by the

city recreation department. The indoor program includes athletics, table tennis, talent shows, plays, Boy Scouts, mothers' club and dances. These activities are all carried on in the one room available, where a well-baby clinic also is conducted.

Savannah, Georgia — Recreation services are planned to meet the needs of all age groups, and total participation for this phase of the over-all program exceeds all others. The city recreation department is limited in its scope for a city the size of Savannah, but the housing projects receive their quota or share of services available. The three low-rent projects and two of the three war housing projects located within the city limits have trained leadership provided by the city recreation department. Planning and general technical supervision is available to all from the recreation department. The organized tenant groups have provided a large number of volunteer leaders for full athletic programs, planned social affairs, movies and so on.

Atlanta, Georgia — The recreation department holds its training meetings for its leaders in the project buildings. Many of these leaders assist the housing authority with special events. Training is given volunteer workers in housing projects; officials are provided for sports events; the playground at Capitol Homes is used for softball games and has been used for a number of city-wide tournaments.

Cleveland, Ohio (Report for the year of 1950)—*Carver Park Project*—The recreation department furnished two full-time leaders and four part-time leaders, serving 2,717 adults and 17,210 children; *Cedar Apartments*—The city has provided seven leaders throughout the year, and there has been special emphasis upon recreation for older people; *Lakeview Terrace*—The city provided a part-time director; the Board of Education provided eight leaders and a summer playground leader; *Woodland Terrace*—The program of the community center is directed by leadership from the recreation department and coordinated with that of other centers in the area. The following leadership was provided in 1950: one full-time director of recreation, one full-time recreation instructor, one part-time arts and crafts instructor, two music instructors, one playground instructor; *Woodhill Homes*—The city provided three part-time workers, totaling twelve hours per week during the year and one full-time worker during the summer; *Outhwaite Homes*—The city furnished one full-time program director and eight specialists for part-time activities.

In addition to the above, field office reports show the following:

Philadelphia, Pennsylvania — The city recreation department provides nineteen leaders for seven projects for summer programs.

Elizabeth, New Jersey — The city recreation department operates a playground on project land under a revocable lease.

Los Angeles, California—There has been considerable leadership furnished the housing projects through the city recreation department. Recently, the local housing authority has held a series of conferences, with public and private recreation agencies, to secure joint planning and agreement in the development of community facilities to serve new projects now being planned. Representatives of the Los Angeles City Department of Parks and Playgrounds, the Recreation Service of the Board of Education and a number of private agencies participated in these conferences. They provided the housing executives with an opportunity to define the limits of their resources with respect to providing community buildings and areas. Architects' drawings of proposed buildings and areas were discussed at length and numerous revisions made as a result of the recreation agencies' suggestions. It is believed that these conferences produced a highly valuable result in redesigning proposed buildings and areas to make them more functional, as well as in setting the stage for increased cooperation.

* * *

Reports to the National Recreation Association from Denver and San Francisco indicate that these communities have been doing a good job of cooperation for some time. In other communities, worthwhile beginnings have been made; or, as in Birmingham, Alabama, or Vancouver, Washington, cooperation is developing between local community forces and local housing authorities.

Where does your own recreation department fit into this picture?

In Memoriam

John A. Martin

John A. Martin, who for twelve years traveled throughout the country for the National Recreation Association, died in Germany on March twenty - seventh. At the time of his death, he was an official in the community activities branch of the office of the United States High Commissioner to Germany.

For the National Recreation Association, Johnny Martin had conducted social recreation courses. Those who knew him never forgot the endless ideas he had for recreation programs and the contagion of his enthusiasm. He first went overseas in 1942 as a program director with the American Red Cross and had been in the military government program since 1947.

George Hansen

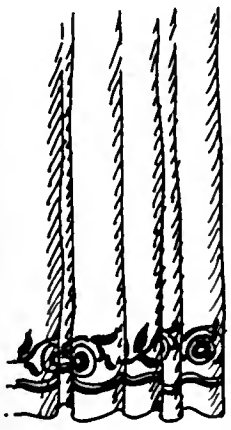
Milwaukee County lost a faithful and capable friend in the death of George Hansen, county park superintendent. In his column in the *Milwaukee Sentinel*, Lloyd Larson reported: ". . . Without George Hansen's interest in golf, his burning desire to bring the sport to the masses and the necessary driving force to turn dreams into reality, there would have been no network of beautiful public courses to which this county points with pride today . . . "

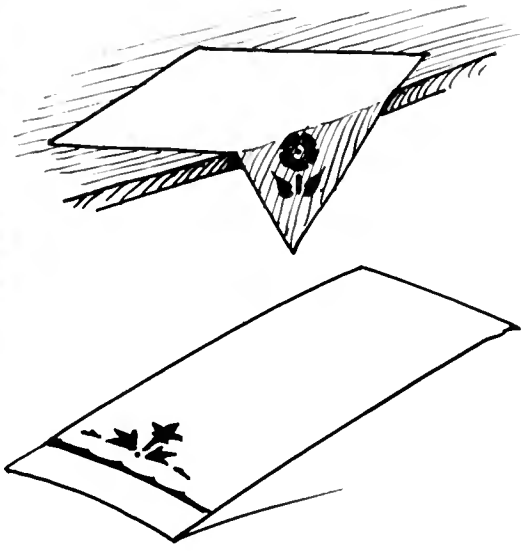
Dr. E. A. Pritchard

Funeral services were held recently for Dr. Earle A. Pritchard, founder of the Niagara Falls, New York, Municipal Recreation Department and former director of recreation in Reading, Pennsylvania. During World War II, Dr. Pritchard carried on recreation work for military personnel in Hawaii.

How To Do It ! by Frank A. Staples

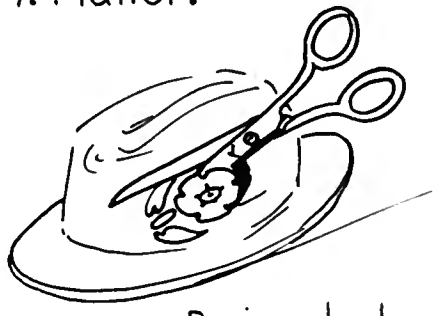
Print your own designs on Towels, Handkerchiefs, Napkins, Curtains, Aprons, Luncheon Sets.





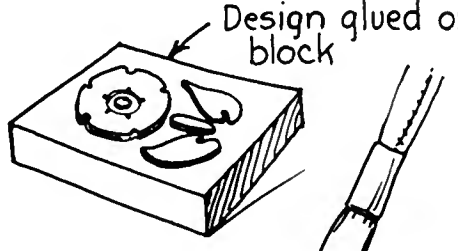
All you need –

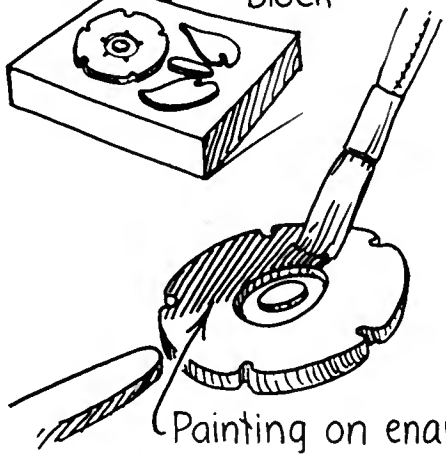
1. Old felt hat.
2. Piece of wood.
3. Liquid glue.
4. Scissors.
5. Enamel paint.
6. Small oil brush.
7. Mallet.



To Do It !

1st. Cut design from piece old felt hat.
2nd. Glue felt piece of design on wood.
Note – Glue felt design in reverse on wood. Put glue on both felt piece and wood.
3rd. Paint enamel evenly on felt design.
4th. Press design against cloth.
5th. Hammer back of block evenly with mallet.
6th. Lift block from cloth.




Painting on enamel

There is your print !

Repaint felt design for each printing. Best results secured when cloth is placed on 20 to 30 sheets of newspaper. Cloth should be laundered and pressed before printing.

W. C. Sutherland

PERSONNEL

Opportunities for Summer Employment

THE COMMUNITY recreation movement, as it is conducted by such public agencies as recreation commissions, park and playground departments, school boards and other administrative authorities, offers many opportunities for seasonal employment. Each year a rather large number of vacancies are filled by younger people with very little professional experience.

Those with some college training and experience are usually the most successful in securing positions which make the summer fairly worthwhile financially.

The younger workers frequently serve as junior leaders and counselors under more experienced workers. High school students may prepare for a career in this field by taking courses in, or related to, recreation. Social studies, public speaking and participation and leadership experience in clubs and extracurricular activities lead to professional preparation. Skills in activities commonly associated with recreation interests should be developed and may include arts and crafts, hobbies, nature, sports, social recreation and games, music and dramatic activities.

It is advisable for young people to gain as much experience as possible during high school and college training. The experience for beginners is of primary concern, and salary should probably be a secondary consideration. For most full-time positions, college graduation is required. Many colleges today have major curriculums in recreation leading to undergraduate and graduate degrees. Some colleges are beginning to specialize in one phase of recreation, such as industrial recreation, hospital recreation, park work, nature education and camping.

Leadership is the most important single factor in determining the effectiveness of a recreation program. Also, recreation leadership is a relatively new and growing profession and requires persons with natural aptitudes, leadership ability, special training and experience. Personality, attitudes, interests, capabilities and a concern for the welfare and happiness of others are considered very important by prospective employers.

WILLARD C. SUTHERLAND *is in charge of the Recreation Personnel Service of National Recreation Association.*

There are many type of positions, but those which seem to appear the most frequently in local public and community recreation systems include the following:

POSITION	SUGGESTED EDUCATION	SUGGESTED SALARY
Playground Director	Two or more years of college	$150 - 300 month
Assistant Playground Director	Two or more years of college	40 - 75 week
Camp Director	College graduate	35 - 60 week
Recreation Leader	Two years of college	275 - 450 month
Junior Recreation Assistant	Two or more years of high school	Volunteer or nominal salary

Experience for the above may vary from little or none to considerable, depending upon the candidates, local conditions and circumstances. Most cities of any size (two thousand report to the National Recreation Association) conduct some kind of organized recreation during the summer. Students should inquire about opportunities in their own and neighboring communities. They should find out who their local recreation authorities are and where they are located. Frequently, they may be found in the city hall or with the board of education.

The National Recreation Association provides a Recreation Personnel Service, but is more effective in placing college graduates with special training and experience. Most of the summer jobs are not publicized widely and go to hometown boys and girls who make an effort to get them.

Other sources of summer employment for those interested in recreation are with the various youth-serving and character-building agencies. The most frequent opportunities seem to be for camp directors, assistants, general counselors and specialists in music, drama, crafts, water or land sports and nature. Leadership in day camps is increasing under the sponsorship of both public and private agencies.

Most of the national agencies have their own personnel services, and students should feel free to get in touch with them. The following is a partial list:

Boy Scouts of America, 2 Park Avenue, New York, New York.

Boys Clubs of America, 381 Fourth Avenue, New York, New York.

Camp Fire Girls, 16 East Forty-eighth Street, New York, New York.

Girl Scouts of America, 155 East Forty-fourth Street, New York, New York.

National Board of the YMCA, 600 Lexington Avenue, New York 22, New York.

National Council of the YMCA, 291 Broadway, New York, New York.

National Jewish Welfare Board, 145 East Thirty-second Street, New York, New York.

The American Camping Association, 343 South Dearborn Street, Chicago, Illinois, does not maintain a personnel clearing service, but many of its "sections" do. For instance, the New York Section, 342 Madison Avenue, New York 17, New York, sponsors a Counselor Placement Service without charge to candidates.

In some cities, offices of the United States Employment Service handle summer camp positions. If your city has a Council of Social Agencies with a recreation division, this might also be a source for leads. Certainly it would be wise to get in touch with the local counterparts of the national agencies mentioned above.

Some positions will be advertised in the newspapers and through local and state civil service channels.

Some Defense-Related Problems Facing the Community Recreation Movement

National agencies providing recreation services to the armed forces already are recruiting large numbers of trained recreation workers for their programs. The Department of the Army alone filed requests with the National Recreation Association for more than three hundred workers at one particular time. As defense production grows and special programs are needed for defense workers and their families, there will be a still further drain upon personnel. In addition, professional recreation workers are being recalled into the armed services and, in the light of past experience, many probably will leave recreation for better paying jobs in defense work. The increased demands upon existing on-going community recreation programs will also require additional professional leadership if these programs are to provide service on anything like an adequate basis. All this means a growing demand for workers, which will continue over a period of years.

At the same time, the defense program is creating conditions which will seriously dry up the source of supply for new workers. According to the deputy commissioner of education, the passage of the eighteen-year-old draft would cut college enrollment in half. One college has announced in its bulletin that it is cutting its budget thirty per cent beginning next fall and reducing its instruction and administrative staff by at least twenty members on the basis that the college will face a forty-eight per cent drop in enrollment of full-time students. It is, therefore, clear that the number of workers who will be taking undergraduate and graduate work in preparation for recreation leadership from now on will be sharply reduced.

The National Recreation Association has received funds to employ a worker to devote his full time to recreation personnel problems arising from this defense program.

Every effort will be made to discover new sources of personnel. Also, we shall attempt to make the most of present known sources. Inventories are being made of the present personnel in recreation training at colleges and universities. We want to know the number and location of men and women who are graduating this spring and summer with special training in recreation. Colleges are being requested to report this information and to encourage their graduates to register with the association's personnel service. Our recruiting campaigns are being increased and workers generally and friends of the recreation movement will want to share in the responsibility for discovering new prospects.

Special recruiting materials are being developed which can be used by local recreation workers, high school principals, vocational guidance people and by members of college faculties. Your suggestions as to how the association can use its experience and resources to help assure an adequate flow of personnel into the college training curriculums and, subsequently, into the programs throughout the country will be greatly appreciated.

Continued Needs

The armed forces' need for recreation personnel continues. There are many vacancies overseas and in the continental United States. Most of these are for women.

The positions for crafts instructors and hobby directors, which have been filled by military personnel, are expected to be filled soon by civilian employees. Both men and women will be considered for these vacancies.

The demand for recreation workers with the American Red Cross is increasing. Workers are needed for Germany and the areas in the Near East.

There are fewer vacancies in such areas as the Aleutians, Hawaii and the Canal Zone.

News About People

The Georgia State Legislature recently passed a bill which consolidates the city (Atlanta) and county (Fulton County) park and recreation departments. George Simons, present superintendent of parks and recreation for the city, is to become the general executive of the combined department. Miss Virginia Carmichael, now the superintendent of recreation in Atlanta, will be his assistant in charge of the recreation program.

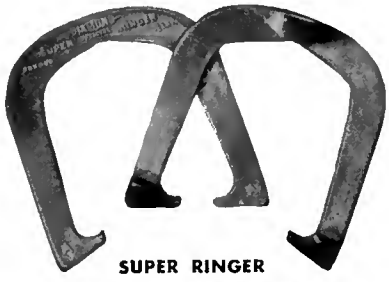
Leathers, Tools, Patterns, Buckles, Lacings, Books

Free Ester Leathercraft Catalog illustrates, lists 34 unfinished items in leather, completely sewn, punched, ready for colorful hand lacing. Buy wholesale. Excellent profit margin on Belts, Billfolds, Purses, Coin, Key Cases, etc.

ESTER LEATHER COMPANY
DEPT. R — 145 St. Paul Street
ROCHESTER 4, NEW YORK

DIAMOND

OFFICIAL
PITCHING
HORSESHOES



SUPER RINGER

JUNIOR OUTFIT

Diamond Calk manufactures the most complete line of pitching horseshoes and accessories, including the Eagle Ringer and Double Ringer, and also the lighter weight Junior shoes. All shoes are made from highest grade steel, forged to exact weight for perfect balance. Carried in stock by most hardware distributors everywhere.

DIAMOND CALK HORSESHOE CO.
4616 Grand Avenue • Duluth, Minnesota

FLASH DRIVE

(Continued from page 102)

mounting total of donations was announced by excited accountants.

The rain, which had started late in the afternoon, had completely spoiled dinner for all the committee members who had worked so hard towards putting on this deal. Would all this tremendous effort be lost? Would the solicitors who had to do the job show up? At seven o'clock—time to start the rally—just a small handful had gathered in the auditorium. The chairman faced this small group with the bitter taste of failure in her mouth—defeated by an unseasonable storm! By seven-ten, the auditorium was packed! Only five solicitors were missing and there were plenty of substitutes. With spirit like this, how could a drive fail? How could anything fail? This was as American as apple pie, this outpouring of a town's spirit.

Soon after midnight it was apparent that the goal of nineteen thousand dollars had been passed; final totals showed that twenty-three thousand dollars had been raised! A subsequent tally of work pledges totalled all the bulldozing, dirt-filling, top soil and landscaping, labor and supervision of wiring the entire building. The town's leading contractor donated the supervision for all construction, eliminating the necessity of contracting the job, and union carpenters, bricklayers, plumbers, painters volunteered. Many times the day labor needed was pledged and the women wanted to work, too! It will be a headache to the builder and the committee to organize this donated labor and utilize it, but it can and will be done.

As a part of the city park system, there will be no worry about maintenance and upkeep. That will be the city's burden. Building suppliers will be approached for donations and discounts on materials. There will be no contractor's profit—in fact, "no profit for anybody" is the motto now.

The plans for our modest building have been scrapped. We are very proud that our memorial to the war dead will be a fine building. The main auditorium will house a regulation-sized basketball floor with a permanent stage and dressing rooms across the end. The front of the building will be three stories high, faced with glass and Roman tile. We will have a large banquet room on the top floor, lobby, rest rooms, offices, one club room, check room, a fine kitchen on the main floor and more much-needed club rooms on the floor below the street level which, owing to the slope of the ground, requires very little excavation. Wings can be added to the building as the town grows, without destroying its symmetry.

Factions of the community which had been estranged for years worked shoulder to shoulder on this project. The unity of effort seems to have created a by-product of good will which is continuing in our town. We may have to raise a few more thousand dollars to complete this building, but we won't turn a hair over that. For now we know that Puyallup can do it! Our *flash drive* has paid off!

you have at hand—saddles, bridles, quirts, steers, horns, ropes looped to look like lariats, Navajo blankets, pictures of cowboys from the covers of Wild West magazines, perhaps some discarded posters of western thrillers from your local movie house. Have several of your friends practice some lariat-throwing tricks, rope spinning and whip cracking, so that they can entertain the guests with a fancy exhibition before the rodeo starts.

Roundup—Three players are chosen to be "It." They grasp hands and stand at one end of the room. The other players, "the steers," if you enjoy play-acting that far, scatter around the room. When the signal is given for the roundup to start, the three players who are "It," keeping hands joined, dash around the room in an attempt to circle one or more of the "steers." If they succeed, the players who are caught join the line and help round up the other players. The game is exciting and full of action, especially when most of the players are in the line chasing five or six lively players who dodge and duck and refuse to be caught. If the group is very large and the chasing line is likely to become unwieldy, divide the group and have two roundups.

Tenderfoot Relay—In this relay, each player has one tender foot which he bandages with a cloth or covers with a paper sack before he hop-steps across the room to a goal and back to place. Naturally he steps on his "tenderfoot," and to make distance, hops on his unbandaged foot. If you use paper sacks for this game, you will probably need one for each player. Cloth bandages can be used in turn by all the players on a team, but be sure that the bandages for the various teams are all the same length.

Lariat Throw—The would-be cowboys are going to be disappointed if they don't get a chance to do some lariat throwing, so give them this chance to "throw the bull." Ten or fifteen feet in front of each team, place a chair with its back to the players. In the back, hang a crayon drawing of a bull. If you want the bulls to have realistic looking ears, cover the two knobs on the backs of the chairs with pointed pieces of cloth or crepe paper. Provide each team with a rope looped in lariat fashion. Each player gets three chances to "throw the bull." As soon as his lariat loops the chair back, he runs to the chair, removes the lariat and brings it back to the second player. If a player fails to "throw the bull" on all three tries, he must run up to the chair anyway, circle around it, return to place and hand the lariat to the next player.

From the PARTY BULLETIN, *Roanoke Departmeat of Parks and Recreation, Virgiaia.*

(Fold Back)

Recipes for Fun

A "SPRING TONIC" PARTY*

Parties are fun, successful and easy to make—

if—entertainment and games are appropriate for both the participating group and the occasion.

if—a friendly atmosphere is created.

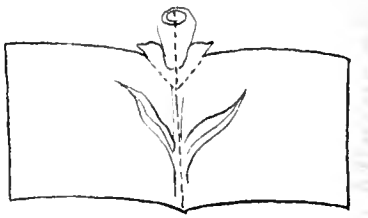
if—guests are comfortable, relaxed and are given opportunities to contribute to the fun.

For your club, P.T.A., church group, ladies only or husbands invited.

Invitations—If the group is small, make the invitations by hand. The mimeograph will be helpful if many are needed.

Outside—Folded

Inside Open



YOUR
"SPRING TONIC"
PARTY

If your blood
pressure's low
And your reflexes
slow
We have just
The Thing
That will make
Your heart sing

Don't Miss a
Time of Your Life

Date _____

Place _____

To (Reason for party) _____

Name of Hostess (or group or organization) _____

Directions: Fold line A-B toward you. Fold line B-C toward you. Fold line B-D toward you. Fold line B-E away from you. Pull flower down as you fold invitations. Flower pops up when invitation is opened.

Decorations—(They are not always necessary, but they do add to party atmosphere.) Use three shades of green and a soft yellow,

*By Ruth Garber Ehlers, recreation training specialist on the staff of the National Recreation Association.

(Cut Along This Line)

with green as the predominating color. Streamers running from the corners and sides of the room to the center, overhead, of course, are alway attractive. Let every fourth streamer be yellow. Also, use green crepe paper bows, effectively placed. Scotch tape can be used to stick ends of crepe paper to the wall. Fresh spring flowers are wonderful whenever possible.

Tonic No. 1—A New Hat—Cut pictures of ladies' hats—colored, if possible—from advertisements. Paste them on heavy paper, then cut each hat in two, number each piece and pass one-half of the hats to the men and the other half to the ladies. If only ladies are present, mix the cut pictures in one box and have each person draw one. (Be sure that there are the same number of pieces in the box as there are guests.) Now ask the guests to find the other half of their hats and they soon have their partners. Each guest is given a package containing the materials necessary for making a hat—paper, pins, scissors, trimming and so forth—which can be as elaborate as desired.

Each person proceeds to create a hat for his or her partner. Give guests at least one-half hour to complete a beautiful and becoming spring bonnet.

Tonic No. 2—Spring Hat Parade—Let everyone be a judge. Give a slip of paper and a pencil to each.

The guests form in two's and participate in a grand march. Choose melodies such as *Easter Parade, A Pretty Girl Is Like a Melody, Alice Blue Gown,* for background music. Each guest votes for the hat he likes best and a prize is given to the person who made the winning hat and another smaller prize to the one who wore it. Ask participants to wear their hats all evening.

Tonic No. 3—Eye-catching Accessories—1. Place the Purse—Players draw four numbers from a box and those holding the matching numbers participate in this contest. Four models stand in front of the audience and the contestants are blindfolded. (Use large, soft paper napkins for blindfolds.) Place the contestants on a starting line at the back of the room and give each a purse. On a given signal, each walks blindfolded up to the model opposite him and tries to place the purse in the model's hand. The one coming closest wins.

2. Place the Scarf—Choose four more numbers and repeat the same contest, only give each one a scarf to place around the neck of a model.

3. Place Flowers on the Lapel—Directions are the same as for the purse and scarf games except that four bundles of flowers are used here.

Tonic No. 4—World Famous Accessories—Divide guests into eight or twelve groups, according to the number present. As many as four or five in one group is enough. Ask each group in turn to pantomime a character, using either a real or makeshift accessory that is usually associated with some famous person. For instance:

Winston Churchill—a cigar.
Mrs. Fiske—a handkerchief.
Neville Chamberlain—an umbrella.
Will Rogers—a cowboy hat.
Little Red Riding Hood—a cape.

Encourage the groups to make their choices of characters as difficult as possible for the others to guess. Local personalities could be pantomimed if the group is well-acquainted with them. A small prize can be given to the person who identifies the character first or the winning group can be asked to do a stunt for the entertainment of the others.

Tonic No. 5—April Rainbows—Announce that there is an invisible rainbow in the room, with a special spring tonic hidden at the end of the rainbow. This is a good activity if the group is small and you want guests to mix before refreshments are served. Have them hunt the spring tonic. If the group is large and it is not convenient for the guests to move around, the leader can begin to talk very vaguely about this thing that is hidden. He continues to give helpful, identifying clues and when the guests think that they know what it is, they are allowed to guess, each guest having one guess only. The one who guesses correctly receives the tonic—which could be a bottle of April Showers perfume, cologne, bubble bath, shaving lotion or—just for fun—a bottle of vitamin pills.

Refreshments—Pretty, dainty sandwiches, lime jello with fruit, green and white mints, coffee and tea are very suitable. Choose light, appetizing refreshments for spring.

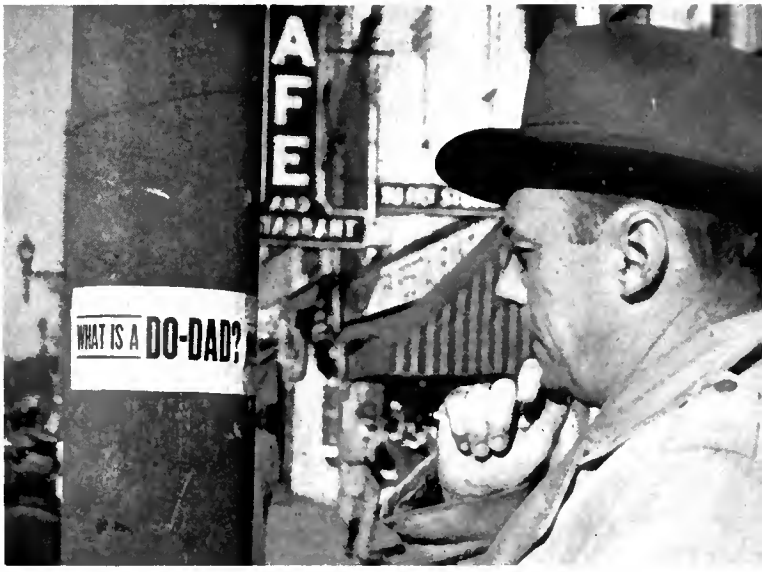
Adaptable for camps, community centers, playgrounds.

Invitations—Rodeo at the Bar O Ranch, date, time. Better wear your working clothes, cowboy.

Decorations—If inside, decorate with whatever "Wild West" items

(Fold Along This Line)

WHAT IS A DO-DAD?



Selwyn Orcutt, Superintendent of Recreation, examines a sign.

Ask Fayetteville, North Carolina! Ask any man in the street! He'll know!

But, until the news broke, the suspense was terrific. On the telephone posts, on the roads into town, on the store doors, over the radio, in the newspaper were the words, "What Is a Do-Dad?" And no one knew!

Seven years ago Selwyn Orcutt, Fayetteville's Superintendent of Recreation, sat talking with Harry Willets, then working with the FSA, who had thought up the Do-Dad idea and wondered if it would work. In January 1951, the chance came to try it, and Mr. Orcutt got busy. He needed help. He needed volunteers as leaders for his boys' program and he needed some money to expand this program. And so he planned a campaign to get both.

First of all, the recreation department called a meeting of the local newspaper and the three local radio stations, discussed the program with them, got their official approval and agreement to go along with the idea.

The first week was set aside just for publicity—and what publicity! Over six hundred stickers, eight by four inches, with just four words—What Is a Do-Dad?—in black and white, were placed, at eye level, upon all the doors of mercantile establishments so that everybody entering a building couldn't help but read the question.

Large signs, four-and-one-half feet by three feet, carrying the same question, were set in the middle of the main highways coming to the city.

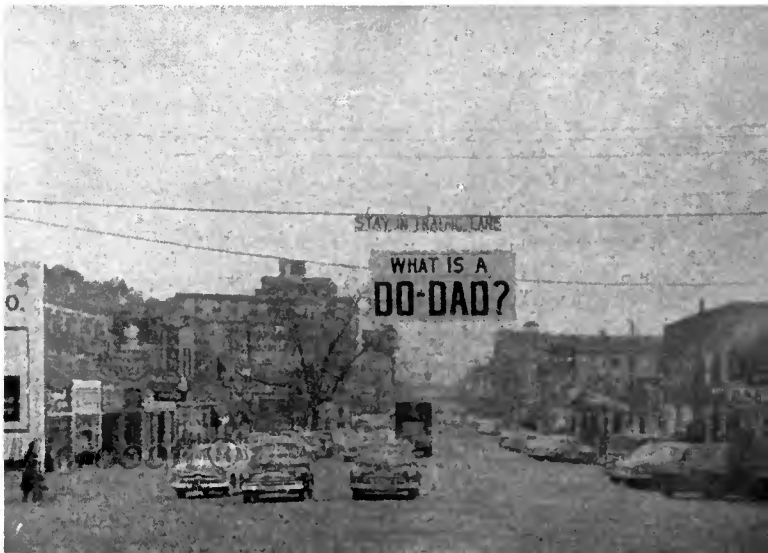
The radio broadcasters asked "What is a Do-Dad?" on every break, fifty-two breaks a day, until the last day when they changed it to "A Do-Dad is coming."

The whole town talked Do-Dads that first week. Some people thought that it was an advertising campaign for a new candy bar. The merchants all looked at each other and wondered which one of them was putting on a publicity stunt. No one actually knew who was behind it until the recreation department broke the story!

At the end of the first week, the newspaper and the radio stations announced what a Do-Dad was. The Cape Fear Broadcasting Company presented it like this:

"So you know now a Do-Dad is simply a dad who does. He is a person who feels the needs of his children and responds to them. It goes without saying that the needs spoken of here are not the everyday needs for food and clothing, but those for love and attention. And it also goes without saying that the Do-Dad is the sort of person who considers himself the wealthiest man in the world simply because he has the willingness to do and the youngsters to do for. The story broke prematurely, but it is hoped that the teaser was in effect long enough to stimulate interest in the true spirit behind the title, and that the spirit of the day will have a special meaning to fathers and their children on Sunday, when

Intriguingly mysterious signs appeared on the streets and the roads into town, on the store doors and on telephone posts.



the ministers of Fayetteville will join the promoters of the idea and dedicate their sermons to the subject of father-child relationships. Beginning next Monday, the children of the city will be enrolled in a Do-Dad membership drive which is expected to be carried into every home. Climaxing the two-week Do-Dad campaign will be a parade scheduled for Friday afternoon, January nineteenth."

That wasn't all. The mayor issued a proclamation, that first week, declaring the following Sunday to be Do-Dad Sunday. Many of the churches cooperated—the ministers preaching Do-Dad sermons.

The newspaper ran the following ad for several days:

"Wanted—Unlimited number of Do-Dads. Assorted sizes. Must have sound mind, loving heart and willing hands."

The radio used jingles, too:

"Hey Dad, be a Do-Dad;
Hurry up and sign on the dotted line;
For, Dad, when you are a Do-Dad
You are helping kids to have a finer time."

The following week was set aside for further publicity. The judge of the City Recorder's Court issued a statement endorsing the Do-Dad program, and the head of the Youth Council also endorsed it.

Judge H. C. Blackwell said, "Nothing can be more important than the movement to bring about a better understanding between father and son, mother and daughter, and those movements which have, for their purpose, the promotion of good feeling and understanding between parents and their children certainly will contribute to better citizenship and may prevent some of the juvenile delinquency which appears to be growing.

"The Do-Dad movement will develop into an organization which will have, as one of its purposes, the aim to prevent the juvenile from having to attend court as a defendant. If such an ambition could ever be achieved, we could all join in our praise of such an effort and such an accomplishment and say that 'happy days are here again'."

Then forms were sent out to all dads through the schools and, as they signed up and returned these forms, they were given an orange and black button announcing "I Am A Do-Dad."

Do-Dad Entry Blank

Membership fee $1.00

I wish to join the "Do-Dads" of Fayetteville, to help cooperate with the Youth Council in their work of furthering youth activities for both boys and girls in our city.

I have experience in_____

activities and would_____

would not_____be able to help coach or instruct.

_____

_____

Address and telephone number

The purpose of the Do-Dads is to get the fathers to help either financially or in a coaching capacity to instruct the youth of Fayetteville.

It will help to bring the parent and child a little closer. It would enable us to have father and son wiener roasts, field days and other activities in which we could include both fathers and sons.

Results? Many of them, both tangible and intangible.

First of all, a file of volunteer help will be made available to all the youth agencies in the city.

Second, financial contributions will be forthcoming from many dads.

Plus—community interest, a "personalizing" of the recreation program and the development of a feeling of personal responsibility on the part of the men of Fayetteville.

Every community has many Do-Dads if it will only find them. Fayetteville did!

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HEAR (Y)E

Why in the name of all creation
Do so many people say Recration?
It jars my nerves—so I make a plea
For heaven's sake put in the E.!!

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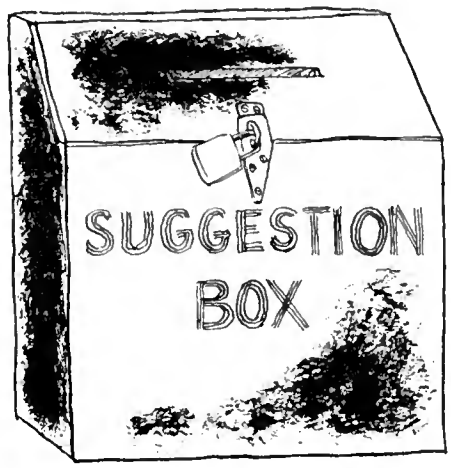

A Service to Boys in Uniform

The Recreation Department of Nashville, North Carolina, is asking parents of boys in the armed services to send their names to the recreation office. These names are then sent to the teen-age clubs in the community in which the boys have participated prior to leaving for camp, and the clubs are keeping the boys informed on the results of sports programs and other matters of interest to them.

High Times

This is the season of Junior-Senior banquets and proms. Need ideas? Themes? Suggestions for glamorous parties for your teen-agers? There's a fine book that will help—*High Times*, by Nellie Zetta Thompson. It's published by E. P. Dutton and Company, Incorporated, 300 Fourth Avenue, New York 10, and priced at $2.50. Order from the publishers and mention RECREATION.

County Map

County recreation setups will be interested in this idea from the Erie County Youth Recreation Program, J. Y. Cameron, Jr., Director, 40 Delaware Avenue, Room 304, Buffalo 2, New York.

After two years of trying, Mr. Cameron has set up in his office a "map rack," including a blown-up, detailed map of every town and city in Erie County. He is now marking on local maps, in easy code, the location and type of every recreation spot, sport or non-competitive activity, in every town and city, whether or not they are currently in use.

Wouldn't a city map of this sort be useful, too, to city recreation departments?

Greenhouse

An unusual feature in the industrial recreation program at Calloway Mills, La Grange, Georgia, is the greenhouse where plants and flowers are grown for landscaping all areas within the mill fence or limits of mill property, in addition to the recreation areas and buildings. During the winter, any employee may bring his porch flower boxes to the greenhouse to be stored and cared for.

Parents! Summer Is Coming!

A kit on "How to Plan a Home Playground" is available for fifty cents from the Recreation Division of the Canadian Welfare Council, 245 Cooper Street, Ottawa, Canada.

Golf School

The recreation department in Albany, New York, runs very active classes in golf. Frederick F. Futterer, Director of Recreation, uses a large gym with a very large net for these classes. The balls used are "Par-et," made of fabric, but of such weight and strength as to give the indoor golf student full freedom in his strokes. The classes are conducted during a seven-weeks' course, and there are three groups each week, each group having its own evening at the gym.

Good Ideas from Salina, Kansas

1. A plan whereby the Elks show free movies in downtown theatres every Monday morning while the playground leaders hold their staff meeting. In this way, no one notices that the playgrounds are closed that morning and the leaders don't have to worry about what's happening when they're not around!

2. A plan whereby red flags, saying "Playground Is Open," are hung in the same places where similar ones are hung the rest of the year saying "School Is in Session." The flags are the small hand type, but the parents are used to them and can tell as they drive up to the area whether or not someone is in charge.

The Newcomers Club

The Newcomers Club plays an important part in the welcoming of new residents—an excellent idea for a small community facing an impact of new war workers. Whenever a new person makes Adrian, Michigan, his residence, a member of the Newcomers Club calls upon him at his home, brings discount slips good at many business places and formally welcomes the man and his family to the city. During the year, certain social events are held to which the newcomer is invited—such as a dinner dance at the country club, a musicale at the college or other events. Each Christmas, a huge party is given and every child receives a small bag of candy and a toy. Money for the activities of the club is donated by merchants and business concerns, and some money is made on dances and other events. The club has an official hostess, who is a volunteer.

Lights Attract Crowds

In Salina, Kansas, a number of lighted areas make night programs possible. When an NRA representative visited there last summer, she reported that, in one park, thirty-five square dance sets were going. (The callers were paid. The ladies wore long skirts!) Close by, the tennis courts were in full operation, with great numbers of people waiting their turn. The shuffleboard courts were crowded and the cement table tennis tables were all in use. A group was playing roque and everyone was having a most enjoyable evening.

Arizona Style!

The Valley of the Sun Square Dance Organization, Incorporated, sponsored by the Parks and Recreation Department of the city of Phoenix, Arizona, has an attractive little booklet of square dance calls, "Arizona Style of Modern Square Dancing," priced at fifty cents. No music—but there are calls for forty-eight dances, printed and illustrated attractively.

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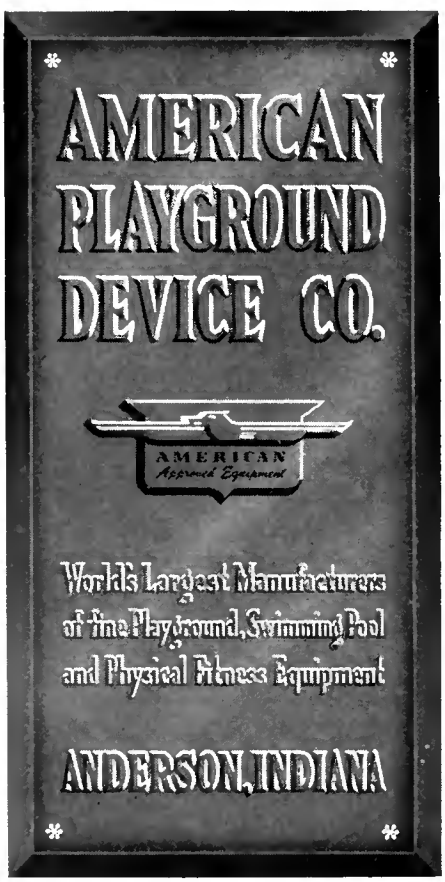


Magazines and Pamphlets

POLICE CHIEFS NEWS, January 1951
Juvenile Crime Prevention, William P. O'Brien.

ARCHITECTURAL RECORD, February 1951
The Pre-School in Action, Heinrich H. Walchter and Elizabeth Walchter.
Sunday School Doubles as Nursery School.
Spiral Ramps for Stadium Traffic.

PARK MAINTENANCE, February 1951
Pitfalls to Avoid in New Outdoor Pools, Chauncey A. Hyatt.
Tight Market in Prospect for Pool Equipment.
Sanitation Aided by New Pool Chemical, Edward R. Williams.
Artificial Rinks, Are They Practical Outdoors?

JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, February 1951
Some Standards Are Needed—In Selection of Sports Equipment, Charles Heilman and Virginia Bourquardez.
Physical Education, Recreation Facilities, Functional Planning and Standards.
Need of Recreation for the Aged, Ollie A. Randall.
An Experiment in Campus Recreation, W. J. Tait.

CAMPING MAGAZINE, February 1951
The Value of Sports in Camp, Robert J. Delahanty.
Your Camp Building Program, Julian H. Salomon.
A Survey of Kitchen Facilities in Twenty-five Agency Camps, Agnes M. Carlson.

SAFETY EDUCATION, February 1951
Actually How Dangerous Is Touch Football? D. K. Mathews and E. D. Michaels.
Keep Play Space Clean.
Give the Other Fellow a Break.

HIGHROAD, February 1951
Recreation in Our Church, Larry Eisenberg.

BEACH AND POOL, February 1951
A Swimming Program for Children and Mothers, Virginia G. Kirby.
Swimming Pool Water; Its Care and Treatment, Sears Berggren.
Life Saving: A Common Sense Perspective, J. H. Mueller.

AMERICAN CITY, March 1951
Planning Parks and Recreation (Part I), Thomas C. Jeffers.
Are Indoor-Outdoor Swimming Pools Practicable? Wesley Bintz.

TODAY'S HEALTH, March 1951
Play Is a Serial Story, Marion L. Lerrigo.

PARKS AND RECREATION, March 1951
Children's Fairyland, William Penn Mott, Jr.
Landscape Planting in State Parks, Herbert M. Blanche.
Park Turf, Tom Mascaro.
Who Cares About Summer Heat? Ed Gilmore.
Handball Courts—the Detroit Way, J. J. Considine.
Maintenance Mart.

BEACH AND POOL, March 1951
NPA M-4 Construction Ban Discussed.
New Type Indoor-Outdoor Pool, Wesley Bintz.
Unit Heater System Popular.
Care and Treatment of Pool Water; Filtration Equipment, Sears Berggren.

LAWS AND REGULATIONS RELATING TO ORGANIZED CAMPING. State of California Recreation Commission, publication number 9. Sacramento, California. $1.00.

COMPILATION OF LAWS RELATING TO RECREATION. State of California Recreation Commission, publication number 8. Sacramento, California. $1.00.

COMMUNITY ACTION FOR THE AGING. New York State Association of Councils of Social Agencies, New York City, New York. $.20.

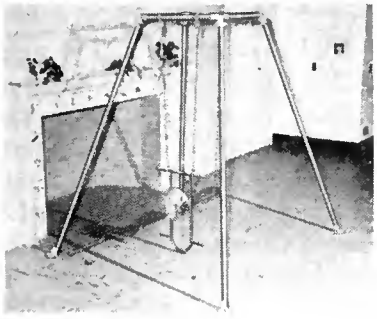
THE JOURNAL OF EDUCATIONAL SOCIOLOGY, May 1950. The Payne Educational Sociology Foundation, Incorporated, New York City, New York. $.35.

PUBLIC RELATIONS PROGRAMS — HOW TO PLAN THEM. Sallie E. Bright. National Publicity Council, New York City, New York. $1.00.

Recreation MARKET NEWS

New Playroom Equipment

Four new pieces of nursery school and kindergarten playroom equipment have been designed and are being man-



ufactured by the J. E. Burke Company, Van Dyne Road, Fond du Lac, Wisconsin. Sturdy, colorful and practical, they include a merry-go-round, hobby-horse, a gate swing and a turning bar.

The merry-go-round, priced at $115, measures six feet in diameter and twenty-three inches in height from floor to hand rails. It can be conveniently moved from one location to another, yet is completely safe. Permanent lubrication assures noiseless operation.

Youngsters will have great fun being a Hopalong Cassidy on the hobby-horse. Its saddle-shaped seat provides opportunity for each child to adjust himself to the most comfortable position. Pulling with the hands and pushing with the feet will start the horse in motion and even the smallest tot will learn how to "giddyap" in a few minutes. The hobby-horse is priced at forty-five dollars.

The Swingate revives that hard-to-resist temptation of swinging on the front yard gate. Priced at twenty-eight dollars, it has particular value for children who are physically handicapped, providing opportunities for exercising deficient limbs in complete safety.

The Burke-built turning bar also is easy to move from one room location to another and has many popular uses. Priced at twelve dollars, malleable iron fittings with patented interlocking knob construction offer maximum strength and safety with minimum weight.

Plastic Laces

In response to the demand for a strong yet easily workable lace, one that is safe to use and stands up under

extensive wear and tear, the Rex Corporation of Cambridge, Massachusetts, introduces its new all-plastic lacing—Rex-lace and Rex-cord.

Rex-lace, made of solid plastic in eighteen colors, is available in two sizes, 3/32″ wide and 1/8″ wide. It will not crack, peel or scuff and is not affected by moisture or most chemicals. It conforms to all specifications for use in crafts workshops, schools, hospitals and other institutions.

Rex-cord, manufactured in one size only, .065″ in thickness, can be braided, wrapped, woven or laced with ease.

For further information about these two products—Rex-lace and Rex-cord—write to the Rex Corporation, 51 Landsdowne Street, Cambridge 39.

New Partnership

E. R. Carpenter, 1560 Ansel Road, Cleveland, Ohio, and G. A. Post, Consulting Engineer, 1313 North Capitol, Indianapolis, Indiana, announce the formation of their partnership, Carpenter Ice Rink Floors, to carry on the M. R. Carpenter Monolithic Concrete Floating Floor and Piping System structures and to build floors for every application in the field.

Recent Carpenter installations engineered by Mr. Post are the Wollman Memorial Rink, Central Park, New York; Cambria County War Memorial Building, Johnstown, Pennsylvania; Sioux City Auditorium, Sioux City, Iowa. Under construction are installations in the Denver Municipal Stadium, Denver, Colorado; the Civic Auditorium, Butte, Montana; and the Onondaga County War Memorial Auditorium, Syracuse, New York.

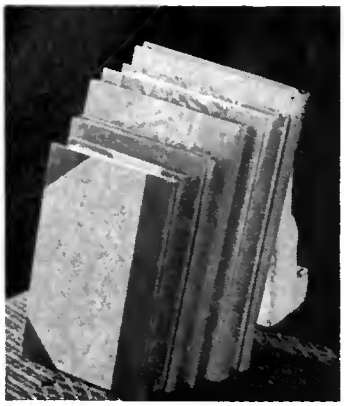
Unique Life Preserver

Water Master Lifesaver, a vinylite preserver which can be worn deflated beneath swimming trunks until ready for use or inflated before entering the water, is being manufactured by Solar-Tan, Incorporated, 1 School Street, Yonkers, New York.

Invented by the company's president, Joseph Chillemi, the pocket-sized lifesaver retails for approximately $1.98 and is sold both as a "confidence inspirer" for people learning to swim and as "emergency insurance" for experienced swimmers. Weighing only three ounces, it is patented as a completely effective device capable of supporting the heaviest person in water.

Creative Handcraft Packets

Designed by Marguerite Ickis for men in the armed services to carry in their pockets, these packets contain a piece of material, such as a piece of leather four - by - twelve inches or a block of soft pine, together with the necessary individual tool or equipment to make a project. The important item in each kit is a detailed direction sheet with step-by-step drawings and suggestions for a number of articles which can be made. A variety of ten packets is now available. Write to Universal Handicrafts Service, Incorporated, 1267 Sixth Avenue, New York 19, for your catalog.



new Publications

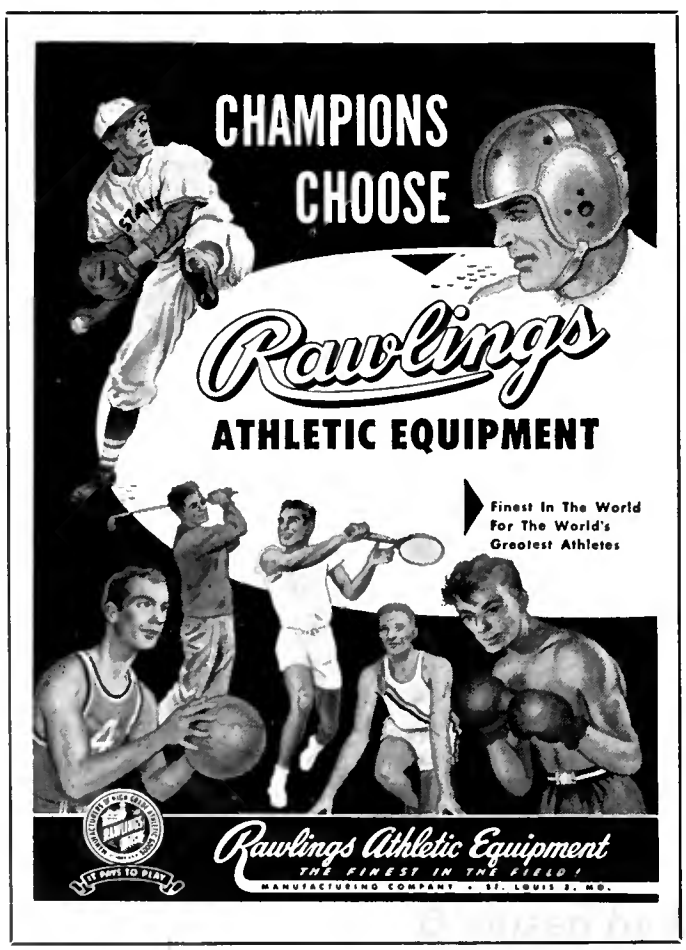
Covering the Leisure-time Field

"Gabbit," the Magic Rabbit

Carroll Colby. Coward-McCann, Incorporated, New York. $1.50.

Carroll Colby has worked a bit of magic himself in his delightful and simple way of telling and illustrating the story of "Gabbit" and his magician friend. Youngsters will be enchanted by the amusing rabbit who decides to alter the routine of being pulled out of a silk hat—with results which amaze the magician and amuse the boys and girls who come to see their show.

Here's a book that will not only remain popular with young readers for a long time, but will also make an excellent selection for the storytelling hour for the lollipop brigade.



Fun Outdoors

Mary Louise Friebele, Frances C. Smith and Bernice Osler Frissell. The Macmillan Company, New York. $1.95.

This is the latest book in *The Sports Series* of supplementary readers by Frissell, Friebele and Smith and is intended for fourth grade. As in the earlier books in *The Sports Series*, however—*Fun at the Playground*, Grade Two, and *Fun in Swimming*, Grade Three—it is written in the vocabulary of the grade below that for which the book is intended. Thus it not only is an excellent reader for the very beginning of the fourth grade, but for the slower readers in upper grades as well. In addition, it is a lively and interesting story book about camping, out-of-doors activities and fun in a national forest. It brings in camping techniques, crafts, some nature study and prompts an interest in elementary science. Kate Seredy's delightful illustrations are scattered through it in generous profusion.

Young Chad Seal of Los Angeles

Clarence M. Fink. The Story Book Press, Dallas, Texas. $2.00.

Chad Seal, a resident of the Los Angeles Zoo, and his friends, Bertram Bowser, Danny Flipperfoot, Peter Penguin, Buster Badger and more, rhyme and riddle their way through the forty-eight pages of this action-packed story. It's especially for the five-to-niners, but the adults also will enjoy Bertram Bowser's rhymes, such as:

> "Things are going to the dogs
> You hear the people say:
> I often sigh and wonder why
> Nothing comes my way."

A dignified giraffe plays a heroic role in the great flood which overruns the zoo: the reputation of the Los Angeles Zoo's inhabitants as riddle-solvers is saved and there are many other unusual and exciting adventures.

Storytellers will be able to use this book as source material for many sittings and the characters can be carried over into new and original plots. The youngsters probably will want to construct some new predicaments for Chad Seal and his friends.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

May, June, July 1951

HELEN DAUNCEY Social Recreation	Lexington, Kentucky June 4-8	Miss Anna S. Pherigo, Executive Director, Board of Park Commissioners, Gratz Park
	Toledo, Ohio June 11-15	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Huntington, West Virginia June 18-21	Marvin A. Lewis, Manager, Cabell County Recreation Board, Field House
	Middletown, New York June 25-27	J. E. Huges, Director of Recreation, Recreation Commission
	White Plains, New York June 28	Miss Vivian Wills, Assistant Superintendent, Westchester County Recreation, Room 242, County Office Building
RUTH EIILERS Social Recreation	Toledo, Ohio June 4-8	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Shepherdstown, West Virginia July 16-20	Dr. Oliver S. Ikenberry, Shepherd College
ANNE LIVINGSTON Social Recreation	San Antonio, Texas May 7-11	Miss Lou Hamilton, Director, Recreation Department, 706 Simpson Street
	New Orleans, Louisiana May 14-17	John Brechtel, Assistant Director of Recreation
	Corpus Christi, Texas May 21-24	William P. Witt, Superintendent of Recreation, Box 1622
	Fort Worth, Texas May 28-31	R. D. Evans, Superintendent, Fort Worth Recreation Department, Public Recreation Board, 215 W. Vickery Boulevard
	Waco, Texas June 4-8	John Morrow, Superintendent of Recreation, City Hall
	Salina, Kansas June 11-15	David A. Zook, Superintendent of Recreation, 302 City Hall Building
	Boulder, Colorado July 23-August 24	Miss Clare Small, Professor and Head, Department of Physical Education for Women, University of Colorado
MILDRED SCANLON Social Recreation	Miami, Florida May 7-11	Dr. R. L. Fairing, General Extension Division, Siegel Building, Gainesville
	Tampa, Florida May 14-18	Dr. R. L. Fairing, General Extension Division, Siegel Building, Gainesville
	Pittsfield, Massachusetts June 18-22	Vincent J. Hebert, Superintendent of Parks and Recreation, 52 School Street
	White Plains, New York June 26	Miss Vivian Wills, Assistant Superintendent, Westchester County Recreation, Room 242, County Office Building
	New Britain, Connecticut June 27-29	Joseph Hergstrom, Superintendent of Recreation, 327 City Hall
	Florence, Alabama July 9-13	Mrs. Jessie Garrison Mehling, Supervisor, Health and Physical Education, Department of Education, Montgomery 4
FRANK STAPLES Arts and Crafts	Salina, Kansas May 7-10	David A. Zook, Superintendent of Recreation, 302 City Hall Building
	Niagara Falls, New York May 21-June 1	Myron D. Hendrick, Director of Recreation, City Hall
	Amherst, Massachusetts June 2-3	Miss Ruth McIntire, Extension Specialist in Recreation, University of Massachusetts
	Toledo, Ohio June 4-15	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Pontiac, Michigan June 18, 19	David Ewalt, Director of Recreation, Parks and Recreation
	White Plains, New York June 27	Miss Vivian Wills, Assistant Superintendent, Westchester County Recreation, Room 242, County Office Building
GRACE WALKER Creative Recreation	Merom, Indiana May 7-12	F. L. McReynolds, Associate in Rural Youth Work and Recreation, Agricultural Extension Service, Purdue University, Lafayette
	Pensacola, Florida May 14-18	Reubin Orr, Coordinator of Education in Escambia County
	Dorchester County, Maryland May 21-25	W. T. Boston, Superintendent of Schools, Cambridge, Maryland
	Toledo, Ohio June 4-14	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Detroit, Michigan June 25, 26	Irwin Shaw, Executive Director, Fresh Air Society, 250 Lafayette Street West
	Morristown, New Jersey June 27, 28	Gerald R. Griffin, Supervisor, Recreation Department

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the course, content, registration procedure and the like, communicate with the sponsors of the courses as listed above.

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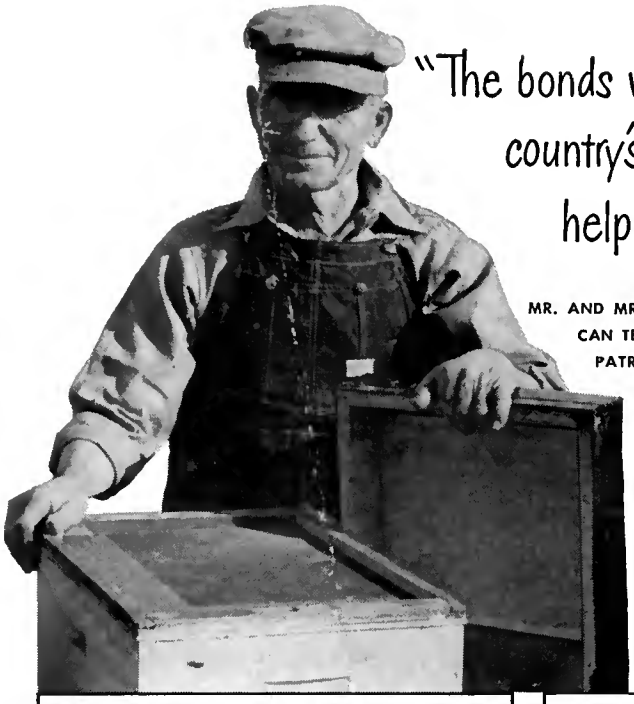

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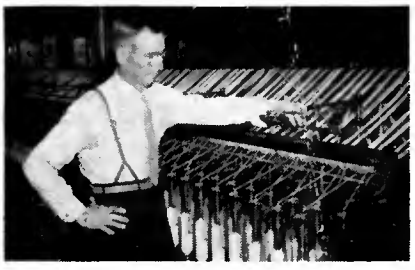

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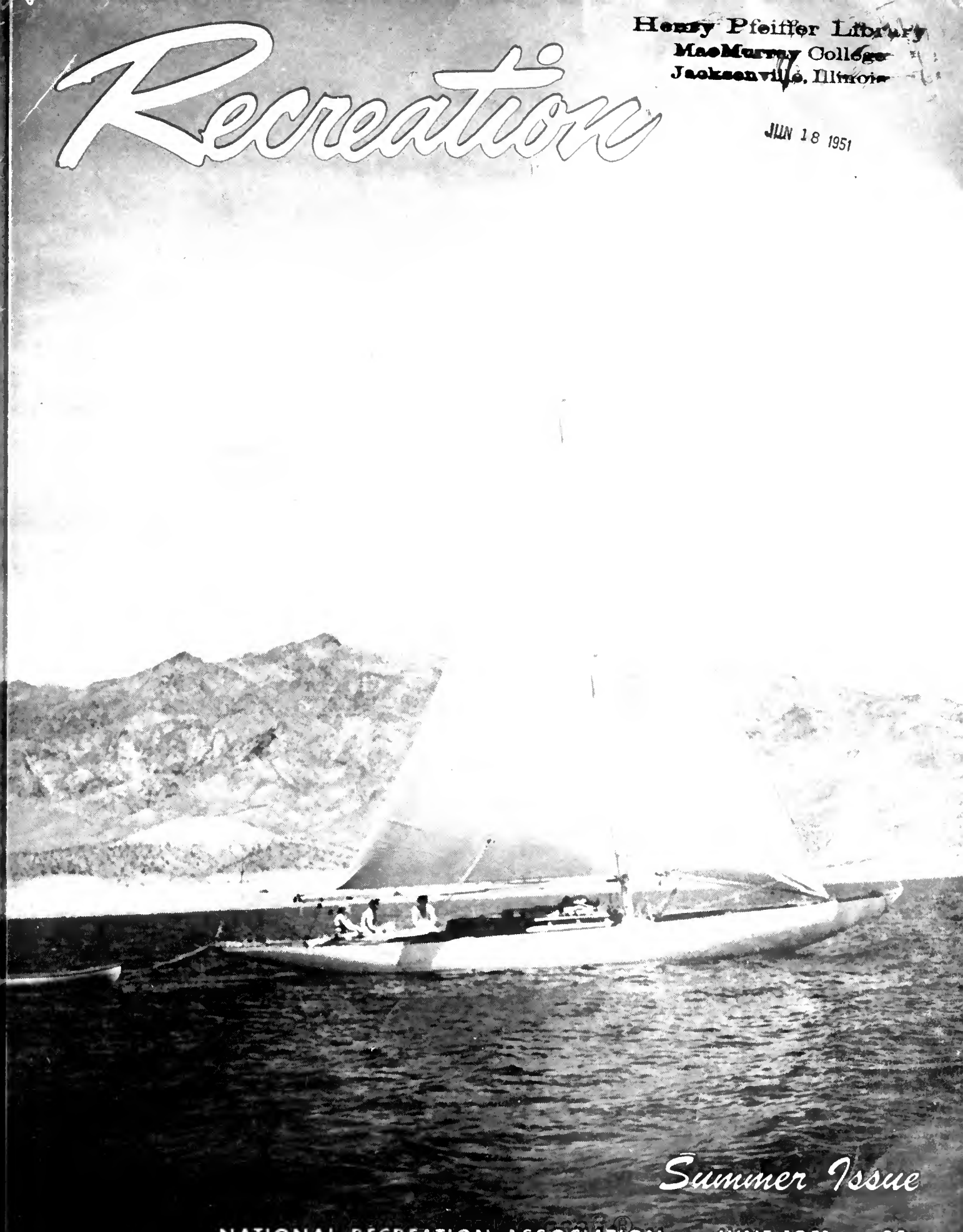

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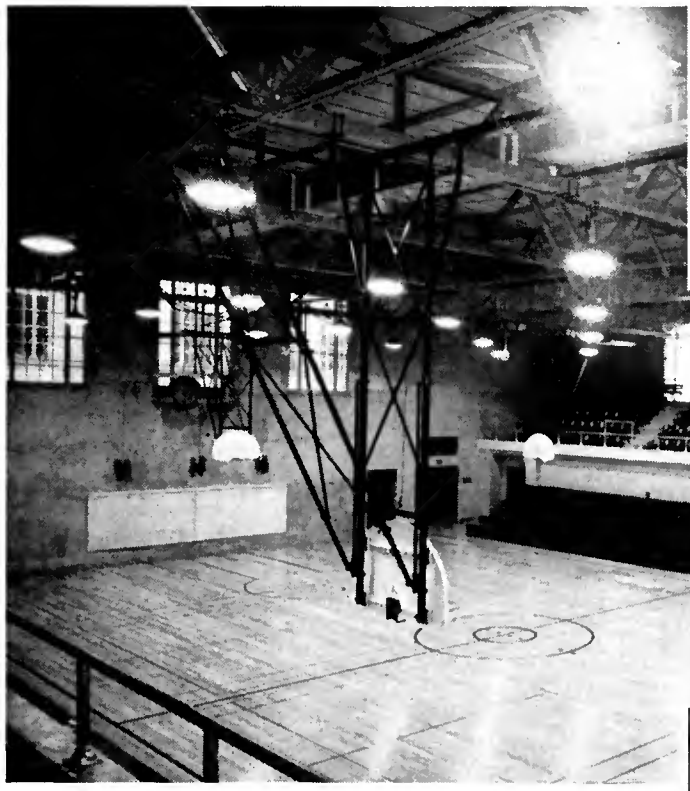

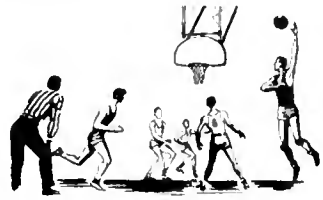

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Vol. XLV Price 35 Cents No. 3

On the Cover

DESERT SAILING—Desert winds mean full-bellied sails on Lake Mead, the 115-mile artificial lake above Boulder Dam. The Bureau of Reclamation, United States Department of the Interior, is prepared to take care of throngs of summer vacationists who are expected in record-breaking numbers.

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Next Issue

September is the month when plans for fall recreation programs are afoot and people are lining up the things they'd like to do "this winter." About this time, too, the annual Halloween problem is looming upon the horizon. Therefore, materials designed to help staff and participants to get under way in plenty of time, and to set a good community center program a-humming, will be included in this first fall issue. Last minute Recreation Congress announcements will also be included.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

Recreation in a National Emergency (editorial), David W. Armstrong ... 125
Recreation Comments ... 127
A Summer Festival, Jerry Vessels ... 129
Further Expansion of NRA Services ... 134
The Industrial Recreation Program in the Atomic Age, C. E. Brewer ... 140
The Magazine Goes to a District Conference ... 142
TV Programs and Youth ... 148
New Recreation Library and Office ... 150
Hitting the High Spots, Janet Archibald ... 151
This Is Boston, Blanche C. McGowan ... 152
Josephine Randall Retires ... 161
Robert Montgomery Heads New Drama Committee ... 169
The President Receives a Piano ... 170
Have You a Vacation Story? ... 171
In Memoriam ... 178
White Water ... 181

Administration

Reclamation of Park Areas in New York City, Robert Moses ... 132
Neighborhood Swimming Pools ... 139
Recreation Leadership Training Programs—1951 ... 144
More Attractive Playgrounds, William Frederickson, Jr. ... 145
Does Your Stock Room Pay Dividends? Lerton S. Krushas ... 147
Recreation Personnel Service *for You*, W. C. Sutherland ... 155
Camping—Its Part in National Defense, Catherine T. Hammett ... 158
Day Camping, Lawrence Heeb and Florence Kiefer ... 167
We Made a Deal, Forest Gustafson ... 176

Program Activities

Paddle Your Own Canoe, Nathan L. Mallison and Waldemar Van B. Claussen ... 135
Nature Hints for Counselors, Charles Belous ... 149
Ship Ahoy! Frank A. Staples ... 157
Indian Pow-Wow ... 160
A Guide to Teaching Tennis, S. C. Summerfield ... 162
Why More Canoeing? Lillian Riddell and L. E. Fancher ... 165
Rhymes with a Reason, Taylor Dodson ... 172
More Fun in the Water, Eidola Jean Bourgaize ... 174
Recipes for Fun—A Garden Party ... 179
How To Do It! Frank A Staples ... 182

Regular Features

Things You Should Know ... 126
Books Received ... 183
Magazines and Pamphlets ... 183
New Publications ... 184
Recreation Leadership Courses ... Inside Back Cover

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Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Recreation in a National Emergency

an editorial by David W. Armstrong

AN INEVITABLE ACCOMPANIMENT of a national emergency is the consideration of the essentials and nonessentials of living. The things by which men live are divided sharply and, frequently, arbitrarily into the necessary and the not-necessary.

Food, clothing and shelter fall unquestionably into the necessary class. About these three things, there is general agreement. But, beyond the major three, there is more disagreement than agreement about the essentials for living during a national crisis.

Recreation, which is a general concern of everyone and a special concern of many national agencies, is often considered rather unimportant in time of national emergencies. Recreation as a human resource is suddenly greatly devalued. The importance of recreation becomes a paradox—the less the people need it, the greater value it has; the more the people need it, the less value it has. For, surely, it is precisely during the periods of great tension that people need recreation more than during any other periods. It is not *then* that recreation is less valuable—if recreation be treated as a commodity whose value rises and falls. On the contrary, it is *then* that recreation can reveal its true worth.

Despite all the many ills of one kind or another that have beset humanity from time to time, man has progressed slowly in his understanding of man. His needs as a human being have been more clearly recognized and, as a result, ways have been sought to meet those needs. That people have a deep need for recreation, as it affects their mental, emotional and even physical health, has been established. Methods and means of meeting that need have been worked out and put into operation. That the health of the people and the work of years should be abandoned at a time of national emergency strikes the intelligent and thoughtful person as not only tragically wasteful, but also as showing an almost complete lack of perspective. It makes him wonder if the national emergency as such is being best served or can be best served by a people existing under constantly increasing pressures without some provision for alleviating tensions.

Recreation in some form or other offers the healthy outlet to people from the unusual strains and stresses to which they are being submitted. A national emergency changes the structure of the very foundation of our society—the family. Men are taken for training in the armed forces; the employment of women increases quickly and vastly; the home place itself shifts with the growth of big industries in one locality and then in another. Great numbers of children are burdened with the insecurities of a nation in the midst of an emergency.

The therapeutic quality of recreation, afforded by public and private agencies to adults and to children, is something to be considered seriously and to be used in the cause of the common good. Accepted as a part of living, it can do much to inject balance into the human picture—always so sadly distorted in stormy times. The armed forces have incorporated recreation into their program, fully understanding that the health of the military demands this release. The civilian should not be disregarded in this respect because he does not happen to shoulder the gun. He, too, is affected by the atmosphere of strain and unrest which surrounds and tends to overwhelm him. Recreation is an important factor in the lives of all people, and especially important in the lives of children and youth.

Wherever children and youth live, they should have recreational opportunities. Since the latest Midcentury White House Conference statistics have pointed out to us that one out of every five mothers is now working outside the home, it readily can be seen that these opportunities not only should not be curtailed, but, rather, that they should be increased when the nation, as it is now doing, draws more and more mothers into offices and factories. Facilities, both public and private, for the play and recreation of children and youth, where they can enjoy constructive activities under the skilled guidance of leaders, should be maintained and, in many instances, increased with rising needs.

All children and young people must have opportunities for an individual choice of interests and hobbies if they are to grow personally and to develop socially. To deprive them of a chance to become mature, self-reliant, socially responsible citizens by curtailing recreational and guidance facilities and leadership is to court the possibility of an ever-larger number of children and, later, of adults, who are maladjusted and unready to take their right and proper places in the affairs of this democracy.

Although recreation for young people has been emphasized here, it is not to be assumed that adults should be ignored. They, too, are of concern. However, adults, realizing their need and having the will to do something about it, by their own efforts can do much toward creating their own opportunities for necessary and constructive recreation. It is the youth of the nation who must be safeguarded by the wisdom and farsightedness of parents, teachers, leaders and others who refuse to take the attitude that food, clothing and shelter satisfy all basic needs. As responsible, thinking people, they know that these three, though vital, are not all the basic needs that there are at any time and, most particularly, that they are not all there are when a nation is confronted by a serious emergency.

DAVID W. ARMSTRONG *is executive director of the Boys' Club of America.*

Things You Should Know . .

• A COMMITTEE has been appointed, with F. S. Mathewson, Superintendent of Recreation, Union County, New Jersey, as chairman, to recommend standards for sports and athletics for boys of twelve years of age and under. It is anticipated that its recommendations will be available in time for the National Recreation Congress in Boston in October.

• A LIST OF SELECTED OCCUPATIONS FOR WOMEN in the national emergency has been prepared by the Stephens College Board on Occupations and is now being distributed, in chart form, to all students and faculty. The selection has been made at the direction of President Homer P. Rainey as one phase of the college's program to serve its students and the nation during the present crisis. The chart may be obtained by writing to the Director of Publications, Stephens College, Columbia, Missouri.

• THE STATE RECREATION SERVICES TO COMMUNITIES panel at the annual convention of the AAHPER in Detroit in April was chaired by Joseph Prendergast, executive director of the National Recreation Association. Panel members were Edwin Rice, Extension Secretary, Inter-Agency Council for Recreation, Lansing, Michigan; Theresa Brungardt, Vermont Director of Recreation, Montpelier; Harley Robertson, State Director of Health, Physical Education and Recreation, Olympia, Washington; Julian Smith, State Department of Public Instruction, Lansing, Michigan; and Sterling S. Winans, Director, California Recreation Commission.

• A BRIEF SUMMARY of the recreation personnel training field indicates that there are forty-nine colleges and universities reporting major curriculums in recreation; twenty-six offering graduate work leading to masters', directors' and doctors' degrees. These schools further report a total of 665 receiving degrees in 1951—513 bachelor, 152 graduate. These centers of learning are pretty well distributed geographically, two or more being located in each of the eight field districts of the NRA. See September 1951 RECREATION for detailed distribution of schools and number of graduates.

• THE NATIONAL DEFENSE FUND has approved the 1952 budgets for the special defense-related services of the National Recreation Association. The budgets provide for some increases.

• "HOW TO DETERMINE THE RECREATION NEEDS of Communities in Connection with Water Basin Studies," was the subject of an address given by Art Todd, representative of the NRA in its midwest district, to field staff of the National Park Service at a recent meeting in St. Louis. These studies are being conducted by the National Park Service.

• THE YEAR OF 1951 seems to be the year of many training opportunities by means of institutes and workshops throughout the country. Sixty-eight have been reported, including thirty-three institutes primarily in social recreation and games sponsored by churches, rural and cooperative groups; seventeen, primarily folk and square dance institutes; fifteen, recreation workshops; and three, combination park and recreation conferences.

• BETWEEN THE FIRST OF JANUARY AND THE FIRST OF JUNE, NRA training specialists have conducted training courses in seventy-two cities throughout the country. These were distributed between Miami and King County, Washington, and between Long Beach, California, and Vermont. Seventeen more are scheduled for June (see inside back cover, this issue). Last year 155 training courses were conducted in thirty-five states, reaching approximately thirteen thousand paid and volunteer leaders.

• THE FEDERAL INTER-AGENCY COMMITTEE on Recreation has drawn up a "Recommended General Policy of the Federal Government Relative to Public Recreation" which it has sent to other federal departments, to the governors of states and to certain private recreation agencies for their reviews and comments. In addition, and for the same purpose, the statement has been sent by the NRA to all affiliate and active associate members and to recreation and park chairmen and executives. Following this, and in the light of comments made, the committee will make a further study of the policy with the thought that, after wide consultation, the subject of a federal policy for recreation might be presented to appropriate committees of the Congress for their consideration.

• THE ORANGE STATE RECREATION ASSOCIATION was organized in Tampa, Florida, early in March, at a conference sponsored jointly by the NRA, the Advisory Committee on Recreation for Negroes of the Florida Recreation Association and the Tampa Recreation Department. First president of the new group is Dr. R. R. Williams, Jr., 504 Scott Street, Tampa.

• IN CONNECTION WITH the NRA Recreation Leadership Training Course which is scheduled for supervisors in communities near Toledo the week of June fourth, plans also have been made for a special course for military personnel having responsibility for recreation in nearby posts.

"Preventive Recreation"

Sirs:

It is my personal opinion that every person engaged in recreation work should read "Preventive Recreation" by Ben Solomon, in the March 1951 issue of RECREATION. Mr. Solomon has made an effective presentation of leadership techniques for attaining certain objectives. He states that the recreation leader should first of all be concerned with the individual—that he should attempt to understand the individual. This is no new principle. It is pertinent to many, if not all, of the professions. Perhaps the recreation leader has more opportunities to apply it. We, at Indiana University, made that assumption when we placed in our undergraduate recreation curriculum three courses in psychology—one more than is required of persons preparing for the teaching profession.

Another principle set forth by Mr. Solomon is that of taking recreation to the people—to the immediate neighborhood and the home. Too often we attempt to popularize the playground or community center instead of trying to serve the individual or family.

I did not notice any mention of camping in "Preventive Recreation." This is surprising as camping is one of Mr. Solomon's major interests. I believe that the city of Detroit can show that its camp program has accomplished much in changing the attitudes of children taken from the blighted areas of the city. Camp life breaks down social barriers. Association with the out-of-doors tends to clean the mind and to open new fields of interest. Under capable leadership, one can be instilled with an interest in nature —whether it be along the street, the waterfront or the forest.

In reading the article, I get the impression, maybe wrongly, that our problem children exist only in slum areas. There are many problem children in the well-to-do sections of a city, who need individual attention and a program designed to satisfy their needs.

I believe that Mr. Solomon has presented a challenge to the recreation profession. May I commend RECREATION for publishing this article.

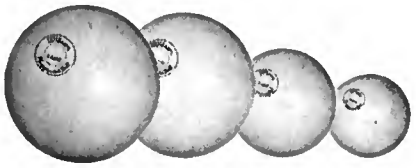
GARRETT G. EPPLEY, Chairman, Department of Recreation, Indiana University, Bloomington, Indiana.

Sirs:

Ben Solomon's article is a frank and appropriate discussion on certain illusions and impressions which characterize some public and voluntary agency leaders. Too long have many public and voluntary agency programs been cruising under a sail of a cure-all for the ills of the community. It is time that a correct perspective and evaluation be made of the true values of recreation as a normal factor in living.

I dislike the title "Preventive Recreation," but as the subject for this

LOOK TO WILSON



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article it is fitting. It is understood, however, that this title is applied to a course in a college curriculum. This application seems to discolor the true meaning of the word, unless one is more intimately familiar with the interpretation of the subject matter.

MILO F. CHRISTIANSEN, Recreation Superintendent, Washington, D.C.

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Sirs:

Tips taken from our summer playground manual and published in the April issue of RECREATION have attracted wide interest. Letters requesting additional information have been received, each mentioning the article.

BURBANK RECREATION DEPARTMENT, California.

"Wading Pools"

Sirs:

Would you please send copies of the April and the forthcoming May issue to five of the playground commissioners here in Aurora? We are faced with the problem of either converting our deep wading pools (three feet to four feet deep) into shallow wading pools or into spray pools. The discussions and opinions of the various recreation superintendents which appeared in your survey will be of great value to our board in determining whether spray or wading pools will be used on the playgrounds.

JOHN A. LIPPOLD, Director, Playground and Recreation Department, Aurora, Illinois.

Reprints

Subscribers:

Reprints of Dr. Grace Coyle's "The Group Worker in the Recreation Center," in the March 1951 issue of RECREATION, have been ordered by several universities. If any others desire to use such reprints, please let us have your orders as quickly as possible.—RECREATION.

"I Am a Child"

Sirs:

The poem, "I Am a Child," which appeared on page nine of the April issue of your magazine, is one of the most memorable things I have read in months, and the layout—the photograph, format, and type of title used—was wonderful!

CHARLES H. ROW, JR., Educational and Information Assistant, State Youth Development Council, Austin, Texas.

"Whither 'Western' Square Dance?"

Sirs:

"Whither 'Western' Square Dance?" in the November issue was wonderful. I thoroughly agreed with everything in the article, and so did most of the members of our Lexington Country Dance Society.

We were wondering if you would give us permission to reprint it, to send to other people, or if you have made up copies of your own that you could send to us to distribute not only to our members but to send to other dance groups?

We especially agree that the twirls and whirls, the elaborate costumes and commercial side of the western square dancing are a detriment to the whole dance movement.

JAMES PHEANE ROSS, Field Agent in Club Work, Cooperative Extension Work Division, Lexington, Kentucky.

"Administrative Planning — Its Effective Use"

Sirs:

This article, which appeared in your January and February issues of RECREATION, is very constructive. It should encourage the development of improved methods of organizing, promoting and conducting community recreation programs and evaluating results. The recreation movement is passing out of the "trial and error" stage and it is now timely that more exact methods be developed and objective standards formulated.

Regarding the article, "This Business of Counting Attendance," by Lloyd A. Rochford, in the January issue of RECREATION, the separation of organized (planned) activities from general activities in the recording of attendance is particularly noteworthy in the method of attendance accounting devised by the author. General attendance is of comparatively little value, but a record of attendance at planned activities is a most important instrument for evaluating the work of recreation directors. The form of reporting attendance I like very much, partly because it aids in impressing those who must fill it out with the importance of exact reporting and of planning programs in advance.

Let us have more articles like these in the magazine.

GEORGE HJELTE, General Manager, Department of Recreation and Parks, Los Angeles, California.

Jerry Vessels

A SUMMER FESTIVAL

A half million persons enjoy seeing the daylight Aquatennial parade or the spectacular night illumination staged annually.

TRANSITION IN THE recreation program of the Minneapolis Board of Park Commissioners from playgrounds for small children to a recreation program for the entire family is exemplified in the Minneapolis Aquatennial, an annual civic festival.

During this ten-day celebration, built around Minnesota's ten thousand lakes vacation area, the entire staff of twenty-three full-time members, plus a seasonal staff numbering 220, cooperate with an army of Aquatennial volunteers. This event calls for community-wide participation—from the youngest child to grandma herself.

It is estimated that more than a million persons, from five to ninety years of age, again will enjoy themselves this year at the 147 parks and forty playgrounds, from July 20 through 29, dates of the 1951 Aquatennial.

Of the 162 events presented last year to show the advantages of Minnesota's great outdoor resources and amateur sports facilities, seventy-seven were held on park property. These were, for the most part, organized by park recreation division personnel. They included major athletic tournaments for boys and girls, men and women. More than ten thousand persons participated.

The first unit of a modern city-wide sports center officially will be opened this summer when the Aquatennial parade moves through the new park stadium, with its seating capacity of twenty-one thousand. Previously, temporary bleachers had been set up at the parade grounds to accommodate twelve thousand spectators—augmented by more than a half million parade lovers crowding the avenues as the bands, floats, clowns, queens and marchers swing along the chosen route.

The fathers of the Aquatennial turned to the park board the first year of the festival in 1940 and found enthusiastic supporters in Charles E. Doell, superintendent of parks and an Aquatennial board member, and Karl B. Raymond, director of recreation.

Mr. Raymond, looking back over thirty-two years of recreation work in Minneapolis, recalls with pride the contributions which have been made to the health and happiness of the community.

"The measure of acceptance of the necessity for public recreation activities and programs may be seen in the increasing demands being made each year for more facilities and more service," he says.

The general feeling of Minneapolis recreation workers is that the Aquatennial offers an opportunity to dramatize their own year-round program.

A regatta as viewed on the wide expanse of Lake Calhoun.

How is this accomplished? First, participation in the festival came about when Girl Scouts, Campfire Girls and the YWCA made the rounds of playgrounds with a puppet show. These organizations also helped playground instructors to teach folk dancing for the Aquatennial Folk Dance Festival. At the same time, a detailed summer sports program was worked out by recreation supervisors. A Boy Scout encampment also was an important feature. Then, six years ago, the Aquatennial Board of Directors proposed that the first Tuesday in the ten-day civic program be set aside as Children's Day. Immediately, instructors at each of the forty playgrounds got busy with plans for their special contribution. Mothers and neighborhood friends worked with

MRS. JERRY VESSELS *serves as the publicity director for the Minneapolis Aquatennial Association, Minnesota.*

Two fairies light in a tree to watch the sights of Wonderland.

them on the various projects. All converged on an Aquatennial Trip through Wonderland. The setting was beautiful Powderhorn Park, where a natural amphitheatre is formed by gently sloping wooded hillsides with the lake as the backdrop. Eight stages are now constructed at the base of the slopes for this event.

More than five thousand youngsters wander from one "little show" to the next, squealing with delight at the marionettes, applauding the trained dog and pony acts, the musicians, magicians, clowns and other attractions dear to a child's heart. No admission is charged. Balloons released by the children, containing Aquatennial invitations, have been found as far away as California.

"In this particular instance, it must have been carried there by automobile," declared Alice Dietz, assistant director of recreation. "For the most part, our balloons get no farther than the cornfields of Iowa or the wheatfields of North Dakota."

The children come from their various neighborhood playgrounds wearing identifying headgear or arm bands.

"Because of this, we have never lost a child nor have had an accident," Miss Dietz explains. "Each playground keeps together with little difficulty despite the thousands of children who attend Wonderland."

The event has become a playday for parents as well as for children, and also for the increasing number of Aquatennial officials no matter how busy they may be with regattas, swimming championships, visiting queens and parades. All city youth agencies cooperate by bringing their own children and making suggestions for a better program each year.

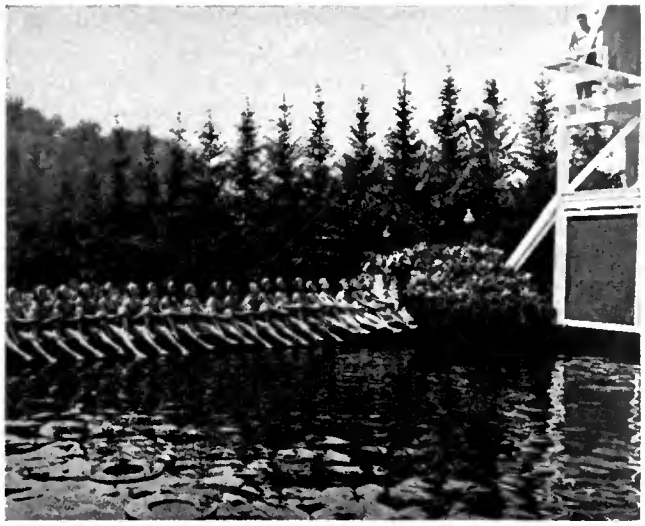
For the past five years, the Minnesota Junior Chamber of Commerce, together with an Aquatennial committee headed by Russell H. Johnson, assistant director of recreation for Minneapolis parks and playgrounds, presented the statewide Aqua-Jaycee midget and junior baseball championships as a stellar event. The finals were played in the big league ball park of the Minneapolis Millers—in itself a thrilling experience for the youngsters.

Four hundred fourteen teams from 178 different Minnesota communities joined in this program, a record that tops the nation in total participation per capita, according to Mr. Johnson's report.

This same committee sponsored a junior golf tournament which attracted three hundred young golfers from thirty different cities. Altogether, 6,512 teen-age boys have been active in 208 communities during the summer sports program which ends at Aquatennial time.

An example of the active cooperation between the Park Board Recreation Division and the Minneapolis Aquatennial, for instance, is the preparation of the Music Festival. Beginning about January of each year, the Aquatennial Music Festival Committee begins its monthly meetings at which programs for the forthcoming Aquatennial are proposed and discussed. The park board representative on the committee attends all of these meetings and, because of his knowledge of park board policy and the facilities and equipment which are available, he is able to render valuable assistance. By virtue of these meetings, he also is aware of what demands may be made upon the park board and the music projects during Aquatennial Week and he is able to keep the director

Dorothy Kielty, ranking United States woman amateur golfer began her career in an Aquatennial women's tournament.



Co-eds from the University of Minnesota train year-round for the precision routine of the Aqua Follies Water Ballet presented at Wirth Pool every evening during the Aquatennial.

of recreation and the superintendent of parks informed as to progress and probable requests. About one month before the festival takes place, the various requests which will be made upon the park board by the Aquatennial Music Committee are listed and submitted in writing to the park board representative. After being ok'd, they are included in the junior Aquatennial requests which cover all phases of the Aquatennial having to do with park property and personnel, and submitted to the Board of Park Commissioners for its approval. The Aquatennial Music Committee has been in operation since the first celebration in 1940 and the same person has represented the Park Board Recreation Division on the committee since that time. This has worked out satisfactorily. It is often the case that the Aquatennial Music Committee is made up of many new personnel each year and the presence of someone who has the experience of previous years often is invaluable.

During the Aquatennial Music Festival, the park board representative attends each of the programs, checks on the equipment provided and coordinates work between the park board staff and the program directors.

Walter Dahlberg, of the Board of Park Commissioners, who represents the recreation division on the Music Festival Committee, estimates public attendance as follows: Lake Harriet—nine concerts, 39,500; Minnehaha Park—eight concerts, 15,800; Folwell Park—eight concerts, 31,300.

A representative of the Park Board Recreation Division is included on all the committees having to do with events on park board property. Mr. Doell, as an Aquatennial board member, is in constant touch with the general set-up of Aquatennial events. Through the representative of the recreation and other divisions serving on Aquatennial committees, he is able to know the situation as it develops for all events right up to the time of the Aquatennial. Other committees upon which the Park Board Recreation Division is represented are: the children's "Trip Through Wonderland," baseball, archery, bait and fly casting, shuffleboard, canoe derby, motor and sail boating, tennis, golf and Grand Parade.

Don Neer, superintendent of recreation in St. Cloud, Minnesota, and secretary-treasurer of the Midcontinent Regional Park and Recreation Conference, as well as chairman of the United States Junior Chamber of Commerce Sports and Recreation Committee, says that the magic word, "Aquatennial," vibrates over Paul Bunyan land each July like the beat of the Sioux tom-toms.

Everywhere communities go all out in preparing for the nation's great summer sports carnival. Months in advance Upper Mississippi communities plan and promote the famous 450-mile Paul Bunyan Canoe Derby, which starts at Bemidji near the source of the Mississippi and ends at the port of river navigation to open the show officially. Many communities hold festivals of their own from which floats, units, queens and other contestants advance into Aquatennial competition.

Girl Scout Mariners take famous visitors around city lakes.

Musical talent is discovered each year through contests for vocalists, instrumentalists, choral groups, bands, baton twirlers and accordionists. Businessmen lose their identity in Aqua Jesters and other clown clubs. Not only do these groups participate in the parades but, annually, they, with other Aquatennial entertainers, bring the civic celebration to shut-ins at old people's homes, children's and veterans' hospitals and similar institutions.

Charlotte Fosburg, senior recreation supervisor in charge of women's activities, reports that from one hundred to one hundred twenty women participate each year in the Aquatennial women's golf tournament.

Spring warm-up for the summer festival begins in April with the Minnesota state all-girl swimming and diving championships.

Any recreation departments which may wish to do some experimentation with a similar celebration, as a culmination of the year's recreation activities, may obtain more details of procedures, organization and problems involved by writing to Walter Dahlberg, Research Assistant, Board of Park Commissioners, 325 City Hall, Minneapolis 15, Minnesota.

Final development of these filled lands is illustrated by this playground view near Horace Harding Boulevard.

RECLAMATION OF PARK AREAS IN NEW YORK CITY

The following statement was submitted in the form of a letter to the Mayor of New York by Commissioner Robert Moses in October 1950. It describes the steps the park department has taken to reclaim areas for parks by the use of sanitation fill and synthetic topsoil. The successful methods used to provide additional park and recreation space for the people of New York can be applied to advantage in other cities.

FOR SIXTEEN YEARS the New York City Park Department has been reclaiming wastelands and swamps to create new park areas as part of a long-term program. Already 2,135 acres have been added and additional projects of 1,900 acres are under way. We have used every kind of filling material—hydraulically-dredged sand, ship ballast, rubble from bombed buildings in England and from the demolition of structures within the city, Department of Sanitation garbage, refuse and ashes, rock from deep cellar excavations and excess stuff from public, semi-public and private residential developments.

Impetus was given the reclamation program by a decision of the United States Supreme Court in 1934. The decision held that New York City created a public nuisance by dumping refuse and garbage at sea, which floated ashore to litter the New Jersey and Long Island waterfronts, and ordered the practice discontinued. In the absence of incinerators, the city was forced to dispose of its waste on land within the city limits and to establish or expand vast dumps such as those on Flushing Meadow in the heart of Queens and Riker's Island in the East River. These dumps were badly controlled and offensive. Fires owing to internal combustion smoked during the day and illuminated them at night. Papers and refuse were blown around the countryside and a pervasive smell of rotting vegetable matter was carried for miles.

The 1939 World's Fair ended the Flushing dump and mountains of refuse were leveled off and used to grade the remaining unfilled portions of the swamps. Today this is Flushing Meadow Park, potentially one of the finest recreation areas we have, temporary site of the General Assembly of the United Nations and located in the exact geographical and population center of the city. At about the same time, the hills of Riker's Island were leveled to provide fill for the construction of La Guardia Airport, and garbage and refuse disposal was discontinued.

For a long time, the city hesitated to spend the large sums necessary for new incinerators. The Department of Sanitation, therefore, was forced to continue the disposal of the city's waste in low-lying lands, both private and public. The first step toward orderly and decent control of dumps was on the Bronx River at Sound View Park. Here, reasonably-adequate facilities and equipment under park department supervision were established as a basis for reclamation and to guard against neighborhood nuisances. Simultaneously, extensive areas of privately-owned lands were being filled under very poor conditions with hills of loose refuse and with little effort to cover operations quickly with clean materials.

Finally, in 1948, complaints by residents in the vicinity of land fill operations forced the city to adopt a definite program of construction of facilities for com-

plete incineration, a policy long recommended by this department. It was agreed that, in the interest of plant construction, waste materials would be placed only on city-owned lands to be developed as parks or for other public purposes. Appropriations of adequate funds were made for plans, suitable equipment, stockpiles of clean earth for cover and for proper supervision, so that the temporary fill areas would be operated without neighborhood nuisances and produce ultimate constructive results. Filling operations of this type are now being carried on under excellent supervision. The locations are hemmed in by dikes which hide the operations from public view. Odors are negligible. Tremendous stockpiles of clean cover of earth or sand are kept nearby and the open faces of fills are held to a minimum.

Flushing Meadow Park before the reclamation procedures. In the absence of incinerators, the city was forced to dispose of waste on land within city limits and expand dumps.

This incinerator construction program has been coordinated with the land fill projects so that the incinerators will be ready when the present reclamation projects are completed.

The final development of these filled lands for recreation purposes involves one problem which has plagued the park department, namely that of securing, at reasonable cost, the topsoil required to sustain lawns, shrubs and trees. Topsoil in the quantities required, nearly 2,250,000 cubic yards, is not available within the city limits nor in this quantity in neighboring counties. Extensive residential developments in the metropolitan areas, accompanied by local prohibitions against stripping of topsoil, have seriously constricted the sources of this material. It is doubtful whether sufficient quantities of topsoil are available within economical haulage distance to meet the needs of the several reclamation areas, not to mention the already-established program of parkways, parks, playgrounds and other public improvements. The cost of topsoiling the reclamation areas at today's prices would be about $8,500,000, and this cost is likely to increase rather than decrease in the future.

The solution obviously does not lie in reducing the thickness of topsoil. Any saving made by such practice is offset by increased maintenance expenses. Similarly, no real saving is effected by lowering the quality of topsoil since transportation and spreading are the controlling factors.

The prospect of excessive cost of topsoil and of greater scarcity and higher prices necessitated a detached and scientific investigation of the various possible methods of manufacturing topsoil which will support plant life, beginning with a study of the surface cover of the reclaimed area and of similar materials, organic and otherwise, economically available within the city.

It appears that an excellent source of organic compounds is available in sludge from our various sewage disposal plants which is now being dumped at sea. Therefore, the park department, with the consent of the Board of Estimate, employed Clarence C. Combs, a landscape architect, as its consultant, to report on economical ways and means of making topsoil artificially. The investigation was not limited to sewage sludge, and the consultant was instructed to test all other methods which might be successful in connection with the surface materials, sand, clay, cinders and the like, used to cover sanitation refuse in the various reclamation park areas.

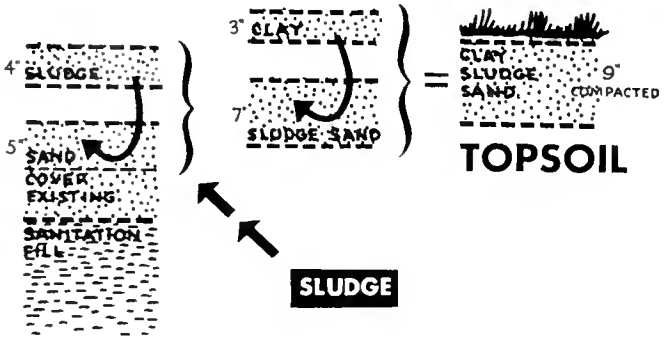
In the course of the investigation, previous attempts by other agencies to make suitable topsoil were examined. Experiments were conducted at the Brookhaven Laboratories by E. J. Hunter, consulting agronomist, and excellent results were obtained on the fine Seldon sand with Illahee fescue grass, without the aid of added organic matter or other soil addition except a small amount of chemical fertilizers and lime. It was found, however, that this turf scuffed off easily and would not last in an active public recreation area. This topsoil is extremely porous. Lawns would require continuous watering and a high nitrogen level would have to be maintained by the continual addition of commercial fertilizer. At the Jamaica Disposal Plant, three inches of digested sludge mixed into sand to a depth of about six inches produced an excellent stand of grass. The soil produced by this mixture, however, exhibited a springy, loose condition not desirable on play lawns. Moreover, experience at the Coney Island plant, where a somewhat similar test was carried out, showed that within a ten-year-period all of the organic matter had disappeared from the sand.

The investigation proved conclusively that an acceptable topsoil must contain a fair percentage of extremely fine inorganic materials to give body and water-holding power to the soil. In addition, to support plant growth, there must be organic matter which may be produced naturally by the plowing under of green manure crops or artificially by the introduction of an organic compound such as sewage sludge.

The application of sludge to soil as a fertilizer and conditioner is not new. It was an ancient practice in the Orient and is used today on small farms in European countries. Large scale applications of sludge from mu-

nicipal disposal plants have been carried out successfully in England and Germany and in Ohio and Texas.

The consultant finds that at parks which have hydraulically-dumped sand coverings, artificial topsoil can be created economically through the use of sludge. The



present coverings also require the addition of clay to provide the necessary body and water-holding properties. He recommends that the sludge be applied by spray irrigation to a depth of four inches and that, after drying, it be disced into the sand cover by ordinary farming methods. This operation is to be repeated until an equivalent of four inches of dry sludge has been added to the surface. Thereafter, three inches of clay or other suitable earth must be disced into the combination of sludge and sand. This will provide an acceptable topsoil at an average cost of $1,600 per acre as compared with the cost of buying and placing natural topsoil at a cost of $4,500 per acre.

Experiments were also conducted to produce a suitable growing medium through the green manure method. This is a common device to enrich soil and is good farming practice. The problem in this instance, however, is not so much to enrich soil as to create suitable soil out of cover material consisting of a mixture of ashes, clay, swamp muck and the like. At parks with surfaces such as these, it was found that the green manure system, if continued for two years, would be effective. At Sound View Park, which has an excessive amount of ashes, it was recommended that the present surfaces be supplemented by the addition of clay, together with the usual cover crop. The cost of preparing topsoil by this method is approximately $1,000 per acre as compared with $4,500 per acre for natural topsoil.

These investigations have proved to the satisfaction of this department that the only economical way to supply topsoil for large reclamation areas is artificially by the methods recommended by Mr. Combs.

This program can be completed in nine years if begun on a conservative scale at this time. The total cost of this essential phase of the development of these additions to the recreation system is $2,784,400. If the improvement were carried out by conventional methods involving purchases on a commercial basis of natural topsoil—assuming that it could be obtained at all in the quantities required—the cost would be $8,550,000. The difference is enormous. The saving, amounting to $5,765,600, cannot be ignored and the department recommends, therefore, that this program be adopted without delay. Accordingly, we have included in our capital budget request for 1950 the sum of $350,000 to initiate the plan in Marine Park.

Waterfront and meadow reclamation to provide neighborhood parks in hitherto undeveloped areas have invited and stimulated private building, public housing, street and other large scale improvements and, indeed, have been the magnet which attracts capital of all sorts. Having promised these parks, we must not delay their construction, and topsoil is the basis and foundation of all park work.

Further Expansion of NRA Services

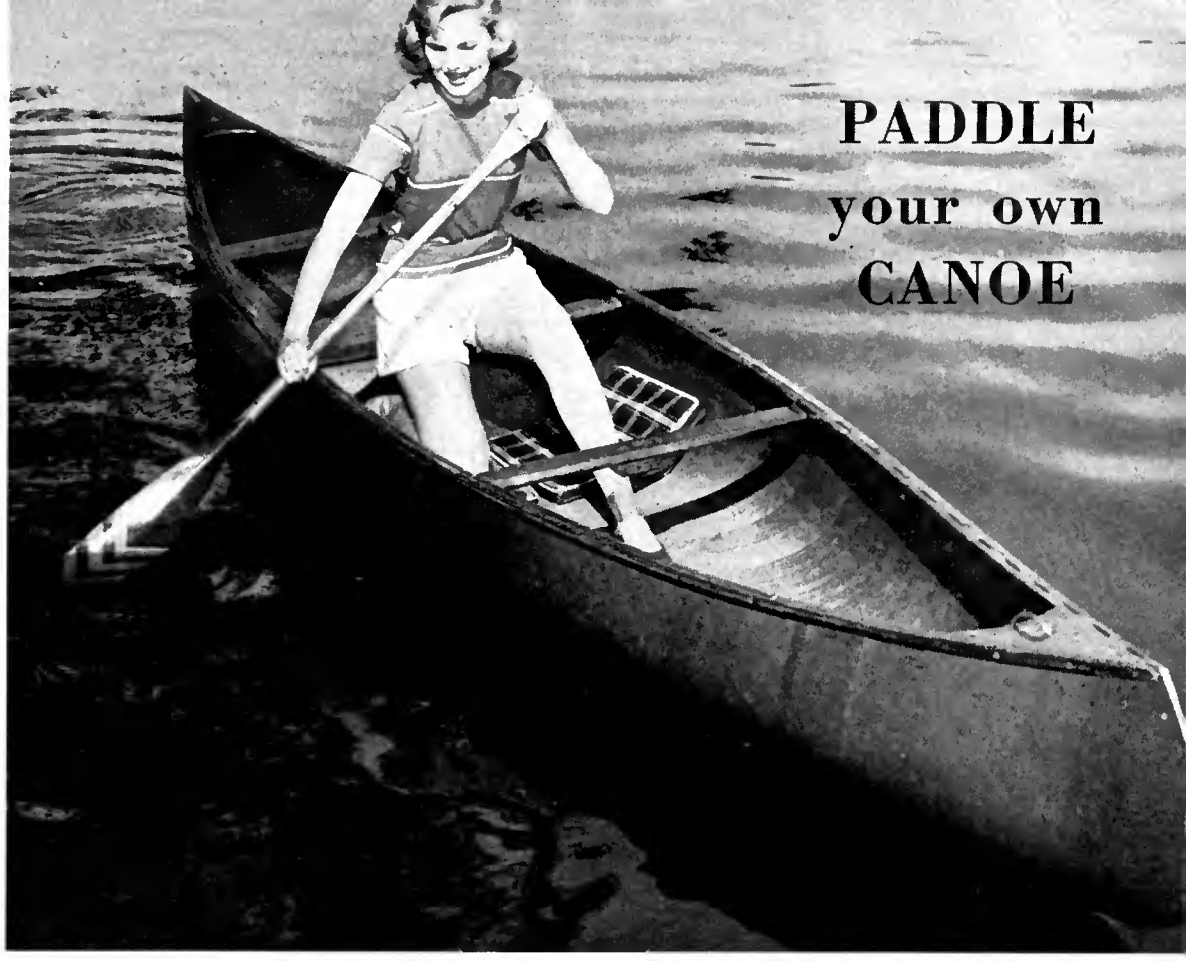
Three more members have been added to the staff of the National Recreation Association in a further attempt to increase the effectiveness of the association's services.

Mrs. Helena Hoyt and George T. Adams are giving full time in the field to defense-related problems in various communities, while Mrs. Frances Lee White has been appointed the NRA's executive secretary for the southern division of the country.

Before joining the association, Mrs. Hoyt was for a number of years superintendent of recreation in Syracuse, New York, and has served as president of the New York Recreation Society. She has been active in Syracuse in the work of the Council of Social Agencies and of many other local groups whose programs are related to the recreation field. At the time of her appointment, Mrs. Hoyt was also chairman of the Recreation Committee of Civil Defense, Onondaga County, in which Syracuse is located.

Mrs. Frances Lee White is a graduate of the University of Kansas and the National Recreation School. She has served as superintendent of recreation in Morgantown, West Virginia, and, later, in York, Pennsylvania. During World War II, she devoted her time to the Overseas Unit of the American Red Cross. Upon her return from abroad, she married, settling down in Asheville, North Carolina, where she became an active community leader until accepting the position with the NRA.

George T. Adams, another newcomer, has had successful recreation experience in the churches and settlements of Philadelphia and in recreation, welfare and physical rehabilitation work in the United States Navy during World War II. Before coming with the association, he was for five years executive secretary of the Philadelphia Recreation Association.



Nathan L. Mallison and Waldemar Van B. Claussen

NEXT TO THE RAFT, the canoe is man's oldest form of water-borne transportation. It has appeared all over the world in many forms since the dawn of history and, strangely, most of the known types are still in use. The Eskimo still paddles a kayak made by covering a framework of bones and wood with skin. His tropical brother finds a dugout quite practical in the atolls of the Pacific or the Everglades of Florida. Solomon Islanders sew hewn boards together with reeds and pitch the seams. Mexican Indians in the Xochimilco Floating Gardens use the board idea but employ more modern fastenings.

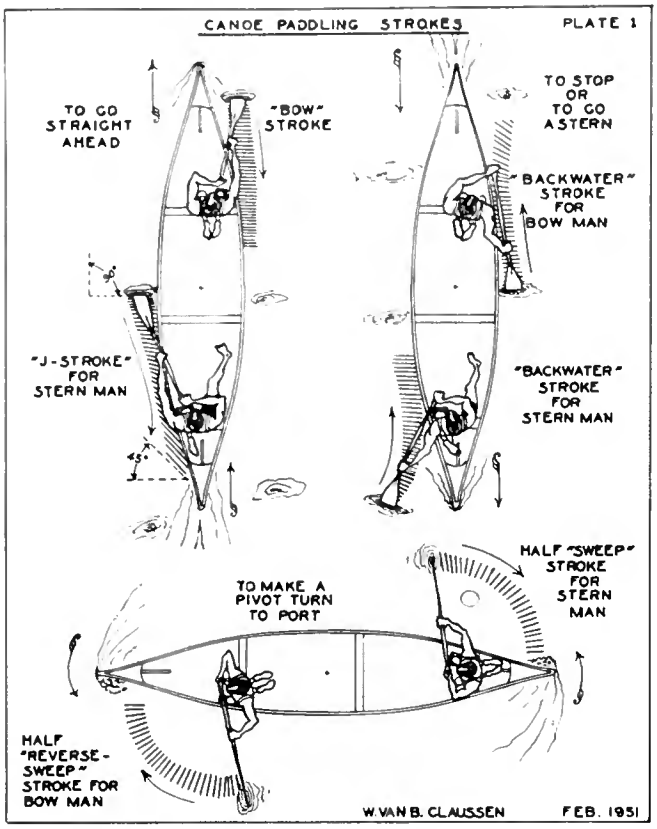
The American Indian, in the northern half of the continent, needed a light craft that could easily be carried from one water course to another. The birch bark canoe was the result. It was the forerunner of the white man's canoe, whether made of light planking, covered with canvas or, more recently, fabricated of aluminum, molded plywood or plexiglas. In Europe, where kayaks are popular, a covering of rubberized fabric over a light ash frame is the white man's version of the Eskimo craft.

The one thing in common with canoes is that all are propelled by a paddle, with one or two blades, which is not attached to the craft at all as are sweeps and oars in other types of boats propelled by human effort.

"Paddle your own canoe" is an expression inspired by the self-reliant exponents of man-propelled water travel, which has come to be associated with a person of sufficient fortitude to carve out his own destiny. George Washington, Thomas Jefferson and Theodore Roosevelt were all practical canoe paddlers and also capable of "paddling their own canoes" in government.

No originality is claimed here for the descriptions of one- and two-man paddling, and the safety measures associated with each. The practical experience of paddling all types of canoes has been combined with the study of canoeing authorities and kinesiology. If this article seems dogmatic, it is because space does not permit giving reasons and no departure from accepted orthodox techniques is described.

NATHAN MALLISON, *superintendent of recreation for Jacksonville, Florida, follows canoeing as an avocation, while* MR. CLAUSSEN, *one of Yankeeland's foremost exponents of canoeing and former leader of the Knickerbocker Canoe Club in New York City, follows it as a vocation. Both have been flag officers of the American Canoe Association, officials of the 1936 Olympic Canoeing Team at Berlin, have held positions in the International Canoe Federation and also have won national championships.*


CANOE PADDLING STROKES
PLATE 1
TO GO STRAIGHT AHEAD
"BOW" STROKE
TO STOP OR TO GO ASTERN
"BACKWATER" STROKE FOR BOW MAN
"J-STROKE" FOR STERN MAN
"BACKWATER" STROKE FOR STERN MAN
HALF "SWEEP" STROKE FOR STERN MAN
TO MAKE A PIVOT TURN TO PORT
HALF "REVERSE-SWEEP" STROKE FOR BOW MAN
W.VAN B. CLAUSSEN
FEB. 1951

LAUNCHING: The canoe is launched from a beach or a bank, stern first, without sliding it on anything. Two paddlers, standing on opposite sides, slide the gunwales through their hands. The stern man enters last, walking down the keel line with hands on gunwales until the canoe floats free, when he takes his regular position. When alongside a pier, the stern man steadies the canoe, holding the gunwale while the passenger is seated amidships and the bow paddler located forward. Then he takes his position and gets under way.

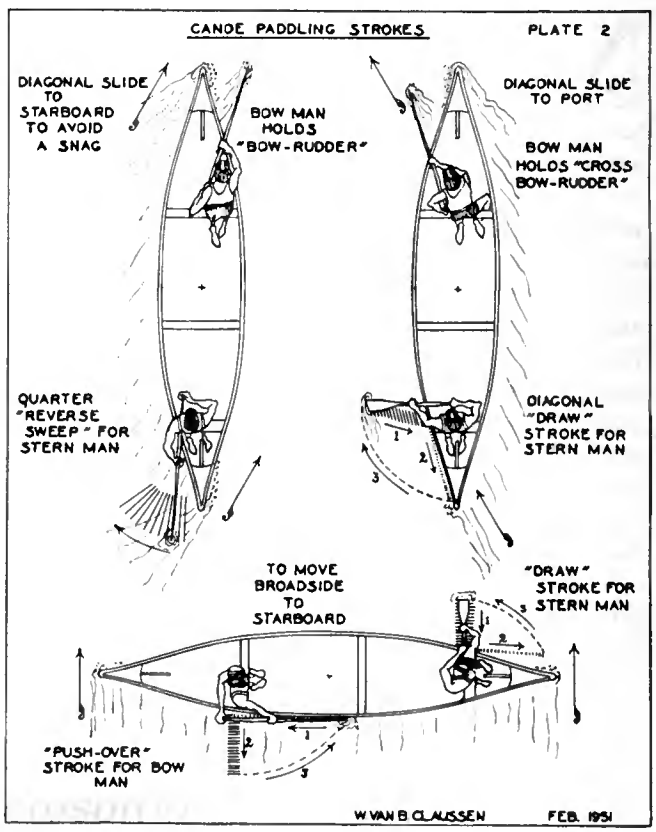
CORRECT PADDLING POSITION: Canoes are paddled standing, seated, kneeling on one knee for racing or on two knees for cruising. Safety indicates a position with both knees on the bottom of the canoe, well spread apart, and the buttocks against a thwart. For comfort, the leg on the side opposite the paddle may be straightened forward occasionally to maintain good circulation. A cushion or pad under the knee is helpful to those whose praying habits are irregular. This position gives the paddler control of the lateral balance of his canoe, with the center of gravity low—where it belongs.

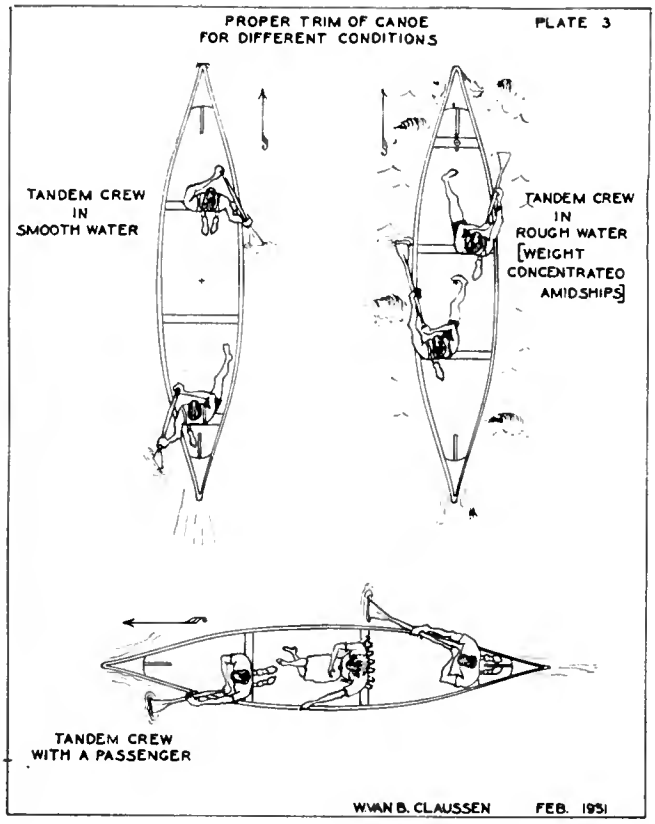
THE "J" STROKE: This stroke is a means of paddling straight ahead without changing sides every three strokes. The solo paddler uses it from whatever position is indicated for him in trimming his craft properly. Note Plate 4 for three applications of the proper trim principle by solo paddlers. The stern man of a tandem, fours or war canoe crew also uses it. Note Plate 1, upper left. The name "J" is descriptive of the path the paddle covers on the left side; on the right side, it looks like a "C" well opened up. The following technique is for the use of a solo paddler.

At the start of the stroke, the upper hand grasps the top of the paddle in front of the shoulder; the lower hand grasps the shaft six inches above the blade. The paddle is put into the water as far forward as possible without straining, with the back side of the blade facing slightly toward the canoe. The upper arm is thrust diagonally forward toward the paddling side, until it is almost straight, when the lower arm starts pulling aft. During this operation, the paddle is turned by applying pressure on the thumb side of the upper hand. At the conclusion of the stroke, the rear face of the blade faces out from the canoe. This "hook" at the end of the stroke corrects direction, making it possible to paddle on one side and still go in a straight line. When two or more paddlers man a canoe, the stern paddler normally will have to use the "hook" at the end of each second or third stroke for steering. For practical purposes, there is no opposite number for the "J" stroke, although a good paddler can do it backwards. Other strokes have opposites which frequently are used.

BOW AND STROKES: The same grasp used for the "J" stroke is standard for the bow and backwater strokes. In the bow stroke, the rear of the blade faces aft throughout the power drive. At the end of the stroke, when the lower hand is opposite the hip, the blade is slipped edgewise out of the water, away from the canoe, and carried forward for the next "catch of water," with the leading edge of the blade tilted up slightly to prevent "catching a crab." Plate 1, upper left, illustrates the standard bow stroke.

The backwater stroke is the opposite of the bow stroke and is used to stop a canoe under way or to reverse


CANOE PADDLING STROKES
PLATE 2
DIAGONAL SLIDE TO STARBOARD TO AVOID A SNAG
BOW MAN HOLDS "BOW-RUDDER"
DIAGONAL SLIDE TO PORT
BOW MAN HOLDS "CROSS BOW-RUDDER"
QUARTER "REVERSE SWEEP" FOR STERN MAN
DIAGONAL "DRAW" STROKE FOR STERN MAN
TO MOVE BROADSIDE TO STARBOARD
"DRAW" STROKE FOR STERN MAN
"PUSH-OVER" STROKE FOR BOW MAN
W VAN B CLAUSSEN
FEB. 1951


PROPER TRIM OF CANOE
FOR DIFFERENT CONDITIONS
PLATE 3
TANDEM CREW IN SMOOTH WATER
TANDEM CREW IN ROUGH WATER [WEIGHT CONCENTRATED AMIDSHIPS]
TANDEM CREW WITH A PASSENGER
W.VAN B. CLAUSSEN
FEB. 1951

direction. Reaching back, with the top hand low, the flat of the blade is placed on the water to the rear of the paddler. He presses downward on the lower hand and pulls back with the top hand until the paddle is vertical. To go backward, he repeats the stroke, taking the paddle out of the water where the bow stroke usually begins. When this is done by a tandem crew, a slight arc is described by the paddle as shown in Plate 1, upper right.

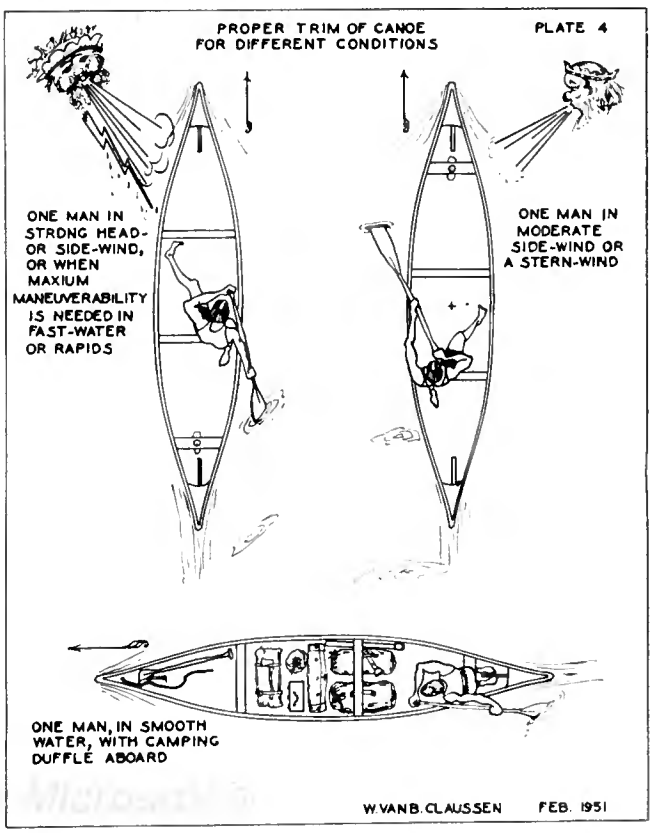
Sweep and Reverse Sweeps: The paddle is held as nearly horizontal as possible, with the blade in a vertical plane. The top hand is close to the lower ribs and the arm of the lower hand is nearly straight. The full forward sweep for a single paddler is a half circle starting at the bow and finishing at the stern with the blade close to the surface of the water throughout. The reverse sweep starts at the stern and finishes at the bow. These strokes turn the canoe on a pivot and are most effective amidship. In tandem, partial sweeps are used to turn the canoe while maintaining forward motion. Sometimes a half sweep gives the desired change of direction opposite to the paddling side. Plate 1, bottom, and Plate 2, upper left, show uses of the sweep.

Draw and Pushover Strokes: The canoe, unlike many other boats, may be moved sideways readily for docking and for avoiding obstructions. The draw stroke, when used in the middle by a single paddler, moves the whole canoe sideways. When used at either end, it pulls that end to the paddling side. Two paddlers, drawing on opposite sides, will make the canoe do a pivot turn. To execute the draw, the upper hand is held in front of the chin and the lower reaches sideways as far as comfortable without leaning. The upper arm is straightened toward the paddling side and the lower arm is pulled in toward the gunwale, thus pulling the canoe toward the paddle. Just before the paddle hits the side of the canoe, it is sliced out of the water edgeways by dropping the top hand and reaching for the next stroke. Warning: If you let the paddle hit the canoe, release the top hand immediately.

The pushover stroke, which is the opposite of the draw, pushes the canoe away from the paddling side. The paddle is sliced into the water close to the canoe; the paddler pushes outward with the bottom hand and pulls in with the top hand, recovers and repeats. Plate 2, bottom, shows a tandem crew moving a canoe sideways by the combination use of these two strokes.

The draw, used by the bow paddler, may be followed immediately by the bow stroke, thus pulling the canoe sideways and pushing it forward in one continuous motion. A diagonal draw may be used to bring the canoe back on its course, after a slight deviation. The stern paddler in Plate 2, upper right, is using the diagonal draw for one of its many purposes.

Bow and Cross-Bow Rudder: There are times when the bow paddler, who has the best view of the water ahead, may find it advisable to depart from the standard stroke of forward propulsion in order to change direction quickly and avoid hitting an obstruction. A good stern paddler will follow with the correct stroke without a word being uttered. The upper sketches of Plate 2 show two such maneuvers, in which the bow man uses his paddle for a rudder. Rudders are effective only when the canoe is moving faster than the water upon which it floats. The angle between the bow and the paddle is


PROPER TRIM OF CANOE
FOR DIFFERENT CONDITIONS
PLATE 4
ONE MAN IN STRONG HEAD- OR SIDE-WIND, OR WHEN MAXIUM MANEUVERABILITY IS NEEDED IN FAST-WATER OR RAPIDS
ONE MAN IN MODERATE SIDE-WIND OR A STERN-WIND
ONE MAN, IN SMOOTH WATER, WITH CAMPING DUFFLE ABOARD
W.VAN B. CLAUSSEN
FEB. 1951

governed by the speed of the canoe and the diagonal movement desired.

In the bow rudder, Plate 2, upper left, the paddler leans forward, holding the blade axis vertically, and dips his paddle into the water at an angle with the keel of the canoe. This angle may be ten degrees in fast motion and thirty degrees when travelling more slowly. Very few situations demand more than a thirty-degree angle. The upper hand should never be held in front of the chin, throat or chest as a self-inflicted knockout punch may result.

The opposite of the bow rudder is the cross-bow rudder. It is useful when a quick change of direction, opposite to the bow paddler's side, is required. Bracing himself firmly, the bow paddler leans forward, swinging the paddle over the bow of the canoe and dipping it, as in the bow rudder, at an angle of ten to thirty degrees. The upper arm is doubled tightly with the hand below the shoulder and the lower hand does the swinging. Observe the same precaution about the position of the upper hand and be more careful about body bracing. Study Plate 2, upper right, for position and effect.

SAFETY: One need not be an expert swimmer to enjoy canoeing or any other aquatic sport. It is sufficient to be at ease in the water and self-reliant enough to be calm and capable if the unexpected happens. Smart Alec paddlers have been known to fall out of a canoe without upsetting it. Others have been caught in squalls on open expanses of water and rode them out in safety.

The canoeist who wants to be safe and still have a good time will put on his bathing suit and experiment with swamping and capsizing his canoe close to shore. He will soon learn that "don't give up the ship" also applies to a canoe. All canoes, whether made of wood, wood and canvas, or of aluminum with air compartments, will float when full of water. It's stupid to leave something that floats and undertake to swim to shore, when a cramp may catch one halfway.

The canoeist should sit in the swamped canoe as though it were a bathtub and paddle ashore with his hands. Four people may hang onto a swamped canoe in safety with their heads out of water. If the canoe capsizes, don't try to climb up on it. Hold the keel and leisurely swim toward land. Two swimmers may hold wrists across the bottom of an overturned canoe and swim ashore.

TANDEM AND FOURS: While the ability to handle a canoe solo is a definite asset and stimulating to one's confidence, the chances are that the canoeist will do most of his paddling in company with others in tandem (pairs) or in quads (fours). The modern girl friend seldom rides as a sandbag passenger—as did her counterpart of the Gay Nineties, who dressed "Gibson Girl" style and ensconced herself amid numerous silken pillows. Today, campers and cruisers usually use a sixteen- or seventeen-foot canoe for two paddlers and duffle or for a passenger who serves as a relief paddler. Four may use an eighteen-foot canoe and achieve some real teamwork in paddling.

Tandem paddlers usually paddle on opposite sides, as indicated in Plate 3 on "trim." Each has a responsibility for his own end of the canoe. In straight-away paddling, without too much wind or current, the bow paddler will use the straight bow stroke and the stern man just enough "J" to keep the canoe straight. Crooked streams, cross winds, wave action and currents will necessitate the use of other strokes described. A few examples follow:

In general, the stern man steers but, quite frequently, the bow man can assist and lighten the work of his partner. If there is a light wind from the right, the bow man should paddle on the right and the stern man on the left. This will save excessive "J" stroking by the latter. The reversed procedure should be for a wind from the left.

In a wide left turn going downstream, the stern man paddling right may use a quarter sweep while the bow man executes a straight bow stroke.

For a medium left turn, the stern man could advantageously use a diagonal draw right while the bow man did a diagonal draw left. A sharp left turn indicates a bow rudder left and a series of a quarter sweeps right.

Since all control is relative to one's surroundings, one slacks off on a turning stroke, as he approaches the new course, to eliminate the necessity of excessive opposite control for correction. Use opposite strokes to the ones described for right-hand turns.

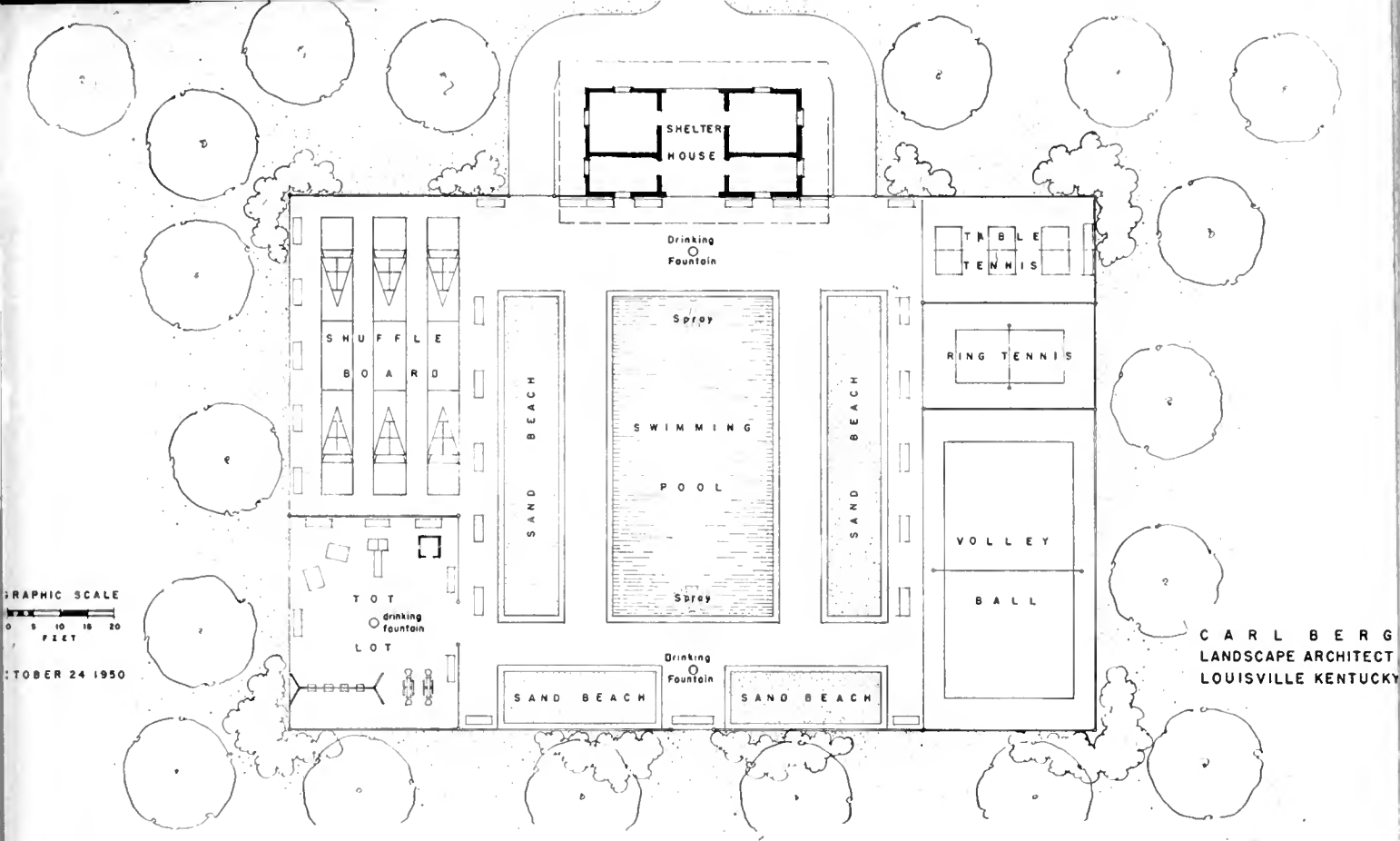
In paddling downstream with considerable current, it is wise to stay on the inside of the turns to avoid a trip through overhanging brush on the outside. To avoid an obstruction in fast water, it may be necessary to move the whole canoe sideways. In moving right, the bow paddler could use a pushover left while the stern paddler used a drawstroke right. If the paddlers were on the opposite side, bow would use the draw and stern the pushover.

Another way of moving the canoe to the side while under way is for the bow man to use a bow rudder and the stern man to put a sharp "hook" on the end of his "J" stroke or use a quarter reverse sweep stroke.

Mild corrections of direction under way for the bow man include a slight draw to change direction to the side on which he paddles and a quarter sweep to alter direction to the side opposite the paddle. Canting the paddle during the regular bow stroke, either inboard or outboard, will also accomplish minor directional changes.

The stern man uses the "J" stroke, straight stroke or diagonal draw in as much degree as may be needed to continue straight ahead. Practice prevents overcontrol.

CRUISING: With the basic skills described in this article, one can enjoy parts of the country that few people ever see—the water trails. In the state of Florida, for instance, numerous springs will bear the paddler on their crystalline bosoms; the picturesque Suwannee will intrigue him with 245 miles of charm; a chain of lakes and the twisting Oklawaha offer a never-to-be-forgotten wonderland; and there will still be six thousand miles of good paddling water to cover. Other states and areas of this country have equally inviting water courses to challenge the week-end viking.



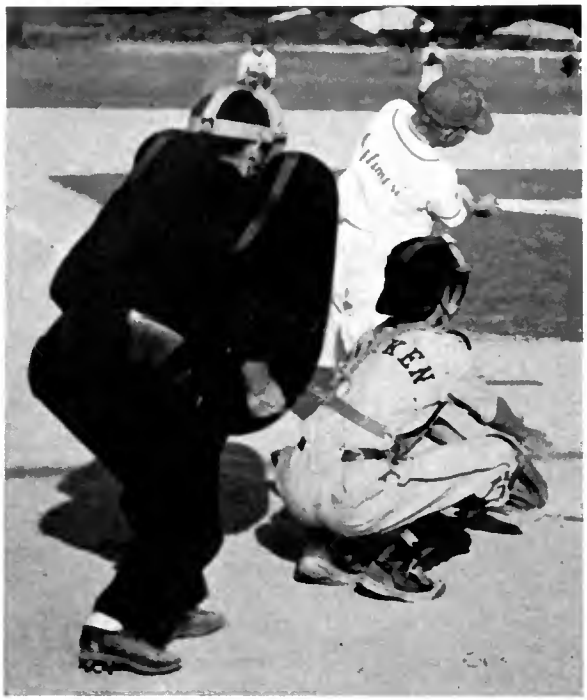
NEIGHBORHOOD SWIMMING POOL AND PLAY CENTER
DEPARTMENT OF PARKS AND RECREATION
LOUISVILLE KENTUCKY

Neighborhood SWIMMING POOLS

A NOVEL TYPE OF SWIMMING POOL and play center is to be constructed within twelve neighborhood playgrounds in Louisville, Kentucky, as a result of the approval by citizens on November 7, 1950, of a $1,500,000 bond issue for parks, playgrounds and recreation facilities. Four hundred thousand dollars were included in the bond issue for the construction of these twelve centers for family use. As the accompanying plan indicates, these will be delegated one-third of an acre each and will be fully enclosed. Each center will consist of a thirty-by-sixty-foot pool, surrounded by sand beaches, a shelter house, courts for shuffleboard, volleyball and ring tennis and table tennis tables. The maximum depth of water in the pool will be thirty-six inches. An unusual feature is a section designed to serve as a totlot. In answer to a question as to whether the inclusion of this feature would not add to the safety problem, William A. Moore, superintendent of recreation, replied:

"Our plan is to make this area within the playground a family play center with activities for all age groups. We hope that the entire family will come to the playground—with those wanting to swim doing so and Mother enjoying a place where she can take the little tots to play under her supervision. Older people bringing youngsters may swim too, or play the various games provided for them. Young children will not be admitted to the area unless they have come to swim or are accompanied by an adult. The playground will offer play apparatus for all age groups outside the pool area.

"The pool and the pool area will be under constant supervision. Present thinking calls for operation Mondays through Fridays, nine a. m. to nine p. m. The pool itself will be under the constant supervision of a recreation leader who is also a registered Red Cross lifeguard."



THE INDUSTRIAL RECREATION PROGRAM in the atomic age

C. E. Brewer

THREE SCORE AND TEN YEARS formerly was considered a "ripe old age" during which it was presumed that man could live a full and complete life, but in this modern atomic age, when universes are reduced to equations, there is a chance that most of mankind will never reach that age. It was the basic principle of Einstein's relativity theory that mass can be converted into energy which led to the atomic, and now the hydrogen, bomb. The grim paradox of our civilization, the perverse ability to turn our scientific achievements into instruments of death and race suicide have caused world-wide fear—not fear of war or death, but of life itself. A tremendous force which should be used for peace and industrial power has been turned into a weapon of ultimate world annihilation if one believes all of the scare headlines and some of the radio commentators.

A fear of the future prevails, built upon the belief that there is no security in life. Life itself may be snuffed out in an instant and man is helpless to save himself. Some are saying: "What's the use? The world is going to be destroyed by the hydrogen bomb." Worry is expressed everywhere—in private conversations, at afternoon teas, at bridge and canasta tables, at cocktail parties, club meetings, conferences, conventions, in the newspapers, magazines and over the radio.

How can this fear be overcome? What can be substituted for this fruitless worry? Einstein recently said, "We must remember that if the animal part of human nature is our foe, the thinking part is our friend. We can and must use the thinking part now or human society will disappear in a new and terrible dark age of mankind, perhaps forever."

Recreation is not a panacea for the ills and fears of modern society; but if well-balanced recreation activities in industry, the community, the home and the school are organized, the participants will have something else than fear about which to think.

A recreation activity is basically the same wherever it is conducted, be it on a public playground or in a recreation center, school building, private agency or in business and industry. The degree of success of a recreation activity is the result of the adequacy, experience and quality of available leadership, the type and size of facility used, proper budget provisions and consideration of the number of people who must be served.

The incentive for participation in recreational activities is the same for public, private, commercial, industrial, church, school or other categories. Recreation is a broad general term which may include any activity that people engage in according to their own interests, inclinations and skills. Many employee recreation activities are being conducted by business and industrial concerns. According to a recent study by the National Industrial Conference Board, Incorporated, "Recreation programs of and for employees improve morale and afford an opportunity for employees to meet fellow workers and members of management. Supervisors, likewise, come to know their employees better, and the friendly association leads to better understanding and improved teamwork."* The same survey states that the advertising value of recreation programs to the company is negligible as only two executives of 264 companies, employing 1,245,000 workers, mention it.

These results raise several questions. What activities compose employee recreation programs? What support should a company give? How are the programs administered? What facilities are used? How are they financed and what do they cost?

Activities

The number of activities vary according to the number of company or plant employees. The total number

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* Employee Recreation Activities Studies in Personnel Policy. No. 102.

includes some 150 varied activities, as many as exist in any public recreation program. The larger plants have from eleven to twenty activities while those having under one thousand employees vary from six to fifteen activities. The most popular activities in business and industry are bowling, softball, basketball, picnicking, parties, horseshoes, baseball and social dancing. During the noon-hour, table tennis, horseshoes, checkers, movies and chess are favorite pastimes.

The programs include activities for all ages and both sexes, with almost one-half being of the active physical type; the remainder are about evenly divided between educational or cultural and social activities.

After World War I, high-powered representative athletic teams made up the industrial recreation program of many concerns. However, during and after the second World War, emphasis has been laid upon activities for all employees rather than for a few on representative teams. Athletic competition between departments or within the plant has predominated games with neighboring plants. Comparatively few companies now have teams which travel about the country playing other concerns.

Recreation activities for the wives and children of the employees have become a vital part of industrial recreation programs. Day camps, junior baseball clinics, swimming, plant visits for families, picnics, outings, excursions to nearby places of interest are almost as general as the Christmas parties for youngsters.

Administration

Experience has shown that administrative machinery runs more smoothly if the employees participate in the control of their own recreation activities. In many concerns, the employee recreation program is administered by the employees themselves, with advice and assistance from the company, which is generally given through the personnel or employee services department. In some cases, central employee associations conduct the program. These associations, usually organized under a constitution and bylaws, elect their own officers and have membership dues or fees. In other companies, a recreation committee or council administers the program and, in a few cases, the union conducts it.

Because of the inherent differences, the planning and operation of joint programs by company unions and plant management have not developed as anticipated. The planning of joint programs is usually done by representatives of a company and its employees through management-employee committees, regardless of any affiliation with a labor union. As the recreation program is not a part of labor-management negotiations, and does not concern conditions of work, recreational offering should be made available to every employee regardless of union affiliation. In planning joint programs, there should be a sincere and cooperative spirit between labor and management, free from any selfish interest and gain.

Paid individuals who devote full time to conducting recreation activities are found chiefly in companies having over a thousand employees. Most of the programs are run entirely by the employees or by some part-time assistance from the personnel bureau.

Facilities

The expansion of employee activities in recent years, particularly during the second World War, has been largely the result of using facilities existing in the community, such as municipal, county, state recreational areas and facilities and those of privately-supported organizations, fraternal and religious groups and commercial enterprises. Comparatively few companies, with the exception of the textile mills in the South, own extensive facilities. Where the company does have its own, they usually consist of athletic field, assembly halls, club rooms, ball fields, picnic grounds and garden plots.

Financing and Cost

According to a recent survey, "More than ninety per cent of the companies contribute to the operating expense of the recreation programs. Only five companies of those reporting indicated no financial participation of any kind." Contrary to popular belief, management does not bear the entire cost of the program. It will be found that less than ten per cent of the companies now conduct employee recreation programs on a paternalistic basis. The employees help pay the cost of their activities —either directly through dues or fees or indirectly through the purchase of articles sold in vending machines and at canteens, or through admission fees to events conducted by the recreation committee or council within the plant. In some cases, the company matches, dollar for dollar, the contributions made by employees.

Compared to the cost of maintaining health services, the cost of employee recreation programs is very small. The average cost to management is approximately three dollars per employee per year; it is a little more for the smaller plants. The median annual total expenditure for recreation per employee (company and employee contributions and receipts from other sources) is approximately five dollars. The range is from about eight dollars for companies under one thousand employees to about three dollars for those having more than five thousand.

In any business or industry, there are two forces—one, the production force which manufactures the product sold by the company; the other, the social force, the product of group thinking of the employees.

Every day these social groups can be seen congregating during the lunch hour or rest period. They come together because they have something in common. It is from these social groups that the recreation activity groups start. When organized into a comprehensive year-round program, employee recreation will keep the minds and bodies of participants busy in creative and interesting activity, as well as offset fear.

Badminton is popular with both sexes at Ford Motor Co.

Left to right: J. Femal, Bloomington, Ind.; H. Robbins, Plainsville, Ohio; J. Collier, Great Lakes field representative, NRA.

The Magazine Goes to a District Conference

GREAT LAKES RECREATION EXECUTIVES CONFERENCE—TOLEDO, OHIO. APRIL 11-13, 1951. CO-SPONSORED BY THE NRA AND THE CITY RECREATION DEPARTMENT.

THE GRAYNESS OF A rainy April morning seemed not to daunt the spirits of a group of recreation executives as they gathered for a preliminary meeting in Toledo, at the Hotel Secor, to prepare for the official opening of the Great Lakes District Recreation Conference that same evening. They were intent upon an experiment—a different method of helping fellow delegates to experience a satisfactory meeting and to find the answers to some of the problems which eternally beset the path of the recreation worker.

This method, generally speaking, was not actually new, but the workshop type of meeting was, for only the second time, being tried in a conference of recreation executives. Last year it was initiated at the Midwest District Recreation Conference in Springfield, Ohio, where popular vote found it satisfactory. The Toledo meeting was an outgrowth of the earlier conference and an earnest attempt to improve upon its mechanics. Special consultants on the workshop method had been called in for advice.

An orientation session, scheduled for nine a.m. on that first day, was held for the discussion leaders, resource people and recorders who made up the "conference team." They had been well primed for their jobs during preceding months.

Starting back in January, the plan had been initiated and set up by a conference planning committee, under the able leadership of John Collier and Bob Horney, district representatives of the National Recreation Association. State recreation associations had been invited to select two representatives to serve upon this committee. A first meeting, held in Ypsilanti, had outlined procedure generally and discussed program topics to be considered by state associations. A letter was sent out to the six states of the district, giving tentative topics and asking for further suggestions before the next planning meeting.

The entire committee met again in St. Charles, the meeting itself being conducted in the pattern of the larger meeting to come. Here, the real "meat" of the conference was decided upon and a second letter was sent to all executives, explaining the type of conference and listing the final selection of topics. Only one program topic would be included. This would be *Camping*, as against the *Arts and Crafts* session of last year.

As a last step of the advance planning, Mr. Collier and Mr. Horney were delegated to send a letter of invitation to carry responsibility to discussion leaders, recorders and resource people which would include: an outline of the committee's interpretation of the role of the conference team; an outline of the topics selected for discussion; and an outline of the part the recipient would be called upon to play.

When the conference team reached Toledo, therefore, members were ready and eager to get under way. The steps covered in their first day-long meeting as a team in-

cluded: general orientation by Mr. Collier; the getting together of teams who would be working on the same topic —to clarify the subject further and set up limits to it; the techniques of getting discussion under way, introducing members of the panel and discussion of the parts they were to play; the techniques of keeping the discussion "on the beam"; assignments for the next day; and an opportunity for a practice run of the first fifteen minutes of a typical meeting. Those participating seemed to get a great deal out of the experience although, at the end of the day, a few were inclined to feel that the orientation had been too elementary and consumed too much time.

The great majority of delegates-at-large had arrived by evening, and the assembled conference got off to an official start when the Honorable Ollie Czelusta, mayor, welcomed all to Toledo.

Two days of industrious activity followed, and it can be truthfully said that these workshops were really work sessions. The very informality of the meetings, plus careful leadership, spurred participation to one hundred per cent. People seemed a little confused on the first day but, by the second, were really under way.

The success of the meeting was dependent upon every delegate signing up for one group and staying there through the entire conference. Each group had one topic to work on for two days. The thing that actually happened was that each member of the group got so caught up in the discussion, through his own participation, that no restiveness under this system was apparent. Also, the very fine spirit of cooperativeness helped tremendously, as did the fact that here was a chance to thrash out a problem and come forth with some concrete results. The hotel lobby was singularly quiet during the day, without the usual wandering in and out and changing from meeting to meeting.

Evaluations of the conference, turned in on the last day and filled in upon a questionnaire supplied, summed up as follows:

I. Ratings: No good—1; mediocre—3; all right—12; good—81; excellent—26.

II. Weaknesses: Too much time taken in orientation; too many topics, too much ground to cover; two days not sufficient time.

III. Strong Points: Better preparation of leaders and resource people, more careful planning; opportunity for everyone to participate; more accomplished.

IV. Suggestions for the Operation of Future Conferences: Even greater limitations of general topics; the splitting of groups according to size of community population; sessions on one topic limited to one day so that a delegate may be able to attend meetings on at least two topics during the conference; reports from various groups be given at evening meetings.

V. Suggestions as to Kinds of Topics Desired at Future Conferences: Special sessions for new recreation executives or for those from small towns; practical program workshop sessions where one could participate in actual program; inspirational speakers for evenings.

VI. How the Individual Benefited from this Conference: Picked up new, practical slants; benefited from having questions thoroughly pursued; received more practical information than at any other conference attended; benefited through participation, clarification of thinking.

VII. In Favor of This Type of Conference Next Year: Yes—122; No—8.

In evaluation of camping meetings, it is interesting that the majority of those attending listed the experience as *excellent*, all rated it as good.

Topics Under Discussion

Delegates took home a brief summary of the topics actually discussed, detailed results and specific findings to be available in the published proceedings. The following resume gives some idea of the scope of the work covered:

I. *Recreation and National Defense*—The role of the recreation worker and his board in local civil defense activities; the impact of the national emergency on the community in relation to recreation services; the increase in war industry, with its implications in added population and the need for industrial recreation; pending emergency housing and the need for recreation facilities and services in these communities; how to meet the recreation needs of transit or en route military personnel; the status of NPA rulings.

II. *Planning the Neighborhood Playground*—Two sections with a total of forty-three participants discussed this in terms of size, location, facilities, areas, fencing, drainage, apparatus, landscaping, lighting, walks, special play areas, parking, multiple-use areas, wading and spray pools and their relation to the neighborhood to be served. There were healthy differences of opinion, but many definite recommendations were reached. Scale models supplied by the Flint Park Department made it possible to combine theory and visual aid.

III. *Reinterpretation of Community Recreation*—In all of its aspects, this has not been satisfactorily defined. No definite accepted set of policies has been evolved by professional people in the field of recreation. Such a declaration is imperative for further progress in the field. It is realized that such a definition and policy can be evolved only through scientific research and study by professional recreation people and similar leaders in related fields at the national level. Proceeding with this in mind, the group discussed: the municipal recreation department's responsibility for fringe areas and groups; methods of research in studying community recreation in order to get a basis for reinterpretation; the problem of maintaining a balanced community recreation program; leadership training, particularly college recreation training; the philosophy of conducting recreation activities for fun; the role of television in future program planning; public relations.

IV. *Growth on the Job*—Two groups discussed this problem. Group I dealt primarily with morale, philosophy, staff training, visitations and relationships. Under

morale, they discussed the approach of workers in the department to their governing boards or commissioners: under philosophy, community participation and balanced programs; under staff training, what should be in the program and for whom these programs are intended; under visitations, the value of visitations and evaluations; under relationships, cooperation between private and public departments and minority groups.

Group II. Questions posed included: What value does the knowledge of agency philosophy play in regard to job growth? If we grant that a happy worker does a good job, the following are considered valuable in the recreation field: (1) recognition of worker for work done, (2) rewards to our workers, (3) vacation and sabbatical leave, (4) good working conditions and hours. If growth of workers is a continuous process, consideration should be given to: (1) yearly evaluations, (2) staff participation, (3) supervisory visitations, (4) staff-board participation, (5) relation of workers to other allied fields.

V. *Community Relationships*—It was agreed that community relationship is the hub of a wheel with many spokes; so the proper guidance of the use of leisure time may be moved from a community to a county, to a state, to a nation and thence on to the world.

The operation of a successful program is obtained by cooperation with other agencies, by participating, by advising and planning as an administration. Through joint planning, participation and administration, the philosophy and objectives of good programs may be realized.

VI. *Municipal Camping Workshop*—Proceeding on the assumption that outdoor recreation activities are a major source of human satisfaction and meet a basic human need, the workshop considered primarily the responsibility of municipal recreation departments in this field and the ways in which such programs may be organized and directed into proper channels. Some of the questions raised by the group were: How many municipalities serve and cooperate with the many other groups concerned with these fields? What are the various types of programs that might be offered? What areas, facilities, leadership and equipment may be necessary to make these programs a success?

Four major areas were discussed in detail: (1) day camping, (2) resident camping, (3) crafts, using native materials and nature lore, (4) trips and excursions in the recreation program.

RECREATION LEADERSHIP TRAINING PROGRAMS--1951

(Training opportunities in institutes, workshops, short-term conferences.)

DATE	LOCATION	FOR FURTHER INFORMATION
June 11-15, 15-20	Folk Dance Camp, Camp Merriewood, Stoddard, New Hampshire	Ralph Page, 182 Pearl Street, Keene, New Hampshire
June 11-23	Short Course for Recreational Leaders, John C. Campbell Folk School, Brasstown, North Carolina	Mrs. George Bidstrup, Director, John C. Campbell Folk School, Brasstown, North Carolina
June 18-23, July 16-21 August 13-18	Cheyenne Mountain Schools (Western Dancing)	Lloyd Shaw, Supt., Cheyenne Mountain Schools, Colorado Springs, Colorado
June 18-30	Course in Calling and Teaching	J. W. Beasley, Manager, Lake Fairlee Club, 346 Summit Ave., Mt. Vernon, N.Y.
June 23-30	Green Lake Recreation Lab (Northern Baptist Assembly), Green Lake, Wis.	Howard Irish, 4677 Oregon Avenue, Detroit 4, Michigan
June 25-August 3	Recreation Therapy Workshop, Mills College, Oakland 13, California	Dr. Phyllis Van Fleet, Mills College, Oakland 13, California
June 26-28	Playground Leaders Training Institute, County Center, White Plains, New York	Vivian C. Wills, Assistant Superintendent, Westchester Recreation Commission, Room 242, County Office Building, White Plains, New York
July 1-14, 23-28, 30-August 4 August 6-11	Fourth Annual Rocky Mountain Folk Dance Camp, Lookout Mountain	Paul Kermiet, 4562 Quitman Street, Denver 12, Colorado
July 2-August 12	Summer Workshop in Camping, Leadership and Professional Education, Manzanita Ranch, California	Registrar Eastern Washington College of Education, Cheney, Washington
July 16-28	Folk-Dance Clinic, University of Kentucky, Lexington, Kentucky	Miss Lovaine Lewis, Department of Physical Education, University of Kentucky, Lexington, Kentucky
July 16-August 2	Training School for Rural Youth	Alice M. Schweibert, Ohio Farm Bureau Federation, 245 North High Street, Columbus, Ohio

Children may use this horizontal step made from garden hose to jump easily onto the bar or rings.

William Frederickson, Jr.

MORE ATTRACTIVE PLAYGROUNDS

As YOU LOOK AROUND at the playgrounds, you cannot help but notice a certain familiar sameness, and, possibly, even drabness to the playground equipment therein installed. Standardization of equipment on the part of manufacturers has, of course, meant safer and less expensive equipment. However, these advantages in many cases have been accomplished at the expense of losing some of the interesting features. From the users and from the playground director come the best suggestions for the improvement of play equipment.

One of the problems of administering the program of a large city is to keep in close contact with the activities at the local center. In order to benefit from the experiences of the local director and playground patrons, the Los Angeles Department of Recreation and Parks has created the Recreation Equipment Committee. Serving on this committee are two playground directors, a district supervisor, a playground caretaker, an equipment repairman from the central shops, a man with planning and engineering experience and a skilled craftsman. They meet regularly to discuss improvements to the various pieces of playground equipment. A look at the personnel reveals what each member contributes.

The PLAYGROUND DIRECTOR is the one under whose supervision the equipment is used daily. He takes note of the number of accidents, the number of children using the facilities, the way in which they are used, the various games played around the equipment and the comments of the children and their parents. If he is a director with imagination, he will suggest many ways of improving the equipment.

The DISTRICT DIRECTOR is the one who has responsibility for fifteen or twenty playgrounds. He notes how the equipment is used on those playgrounds under his supervision and discusses the matter with all playground directors assigned to his district as well as with other district supervisors. He also has knowledge of the cost of equipment and the budget available for its purchase and development.

The EQUIPMENT REPAIRMAN, who supervises the repair and replacement of play equipment, knows from practical experience what construction will stand up and continue to function as originally designed.

The PLAYGROUND CARETAKER, responsible for the daily maintenance and upkeep of the equipment, also has regular contact with the equipment and its users. He notes what is difficult or expensive to maintain and the many facets of its use.

The ENGINEER takes particular note of the ideas brought forth by various members of the committee. It is his responsibility to make the first simple drawings of proposed changes or additions and to prepare plans for fabrication or purchase after the equipment has been tested.

The SKILLED CRAFTSMAN, after the committee approves the development of a new gadget, takes the idea and builds the test or trial model if it can be done without working drawings.

Suggestions are offered to the Recreation Equipment Committee from many sources. Directors at all the playgrounds are invited to send suggestions and other ideas come from activity supervisors, caretakers, maintenance employees, administrative staff and parents or patrons.

Once a trial model has been fabricated, it is reviewed by the committee and put into service. It is placed in a central spot where it can be carefully watched and its results tabulated. The committee is interested in its original cost, simplicity, ease of construction, practicability, use interest, durability, cleanliness, safety and many other factors.

After the model has been used, its history is again reviewed and, in many cases, changes are made. It is then

WILLIAM FREDERICKSON, JR., *is superintendent of recreation in Los Angeles Department of Recreation and Parks.*

considered as standard equipment and placed into service on as many playgrounds as budget and space permit.

The following are a few of the improvements or inventions that have come about through the efforts of this novel committee. It is hoped that other cities may find these suggestions of use in their own communities.

Horizontal Bar Step. Wherever a horizontal bar or flying rings are used in an outdoor apparatus pit, directors have noticed that the children have difficulty in raising themselves to a position where both hands may be placed upon the bar or rings. Some playgrounds have built small wooden platforms from which children may

Note the double basketball stops at the far right. A small court for informal games was built at one end of a standard court.

reach, or jump up to, the equipment. This has been found to be hazardous in that they are liable to kick, or fall upon, the wooden step. The uprights which hold the horizontal bar become slippery so that climbing becomes more and more difficult. In order for a child to reach the bar easily, the committee has developed a simple device. (See photograph on page 145.)

A piece of wire rope is put through a discarded section of garden hose. This wire, now covered, is placed around the uprights which support the bar or the rings and is securely fastened with the use of a clamp. Children may place their feet upon this piece of firmly secured hose and easily jump to the bar or rings. Obviously, its cost is very small.

Double Basketball Backstops. Recreation directors are agreed that basketball played out-of-doors on an asphalt, grass or other playable surface does not always attract organized teams. Informal play, to perfect basketball skills, is enjoyed by small groups. This has increased the need for more basketball backboards than are found on a single court. The committee has developed a court which is described as a court and a half, with a basketball backboard to accommodate the plan.

A standard outdoor paved area includes a basketball court with a single goal at one end and a double-goal structure at the other end. Boards at the double end are back-to-back and a small court for informal games is built at the end of the standard court. A volleyball, badminton and paddle tennis court has been superimposed upon the standard court; thus, when only a few wish to play basketball informally, they may use the small court while other games are played upon the standard court.

An attempt was made to build a structure which was strong, sound and safe at the same time. It was necessary to place the pipe supports far enough back of the ring and net so that players coming in for a set shot would not bump into the pipes. (See photograph.)

Game Tables. All playground directors have seen the need for improvement in ping-pong tables. A number, of course, have developed their own ideas. Ping-pong and game tables designed by the Los Angeles Recreation Equipment Committee have proved to be very effective, durable and economical. The structure which supports the table top is made of pipes, using ordinary pipe fittings. The table top is bolted to the structure and is made of weatherproof, painted, five-ply board.

Playcar. Recreation directors recognize the need for manipulative development. Children traditionally like to work with tools, to take things apart and put them back together again. In order to accommodate this play interest, an old and no longer usable car was secured from a wrecking lot.

This was taken to the central shops and given a good steam cleaning inside and out. By inside, we mean that the crank case was taken off, as well as the differential housing, so that all reservoirs where oil and grease were found could be cleaned. Once the car was clean, it was placed at one of the playgrounds within a fenced enclosure.

Children use tools provided to tear the car apart and put it back together so far as they are able. They may sit in the car, turn the steering wheel, take imaginative tours or do whatever they enjoy within the limits of safety.

An attempt also has been made to secure discarded airplanes for this purpose. So far, however, this venture has not been successful because the planes have not been available. Other cities may be more successful in trying this experiment.

RECREATION Listed

With the March 25, 1951 issue, the *Reader's Guide to Periodical Literature*, published by the H. W. Wilson Company in New York, begins the second half-century of its existence. Today it is the most widely read of all library indexes, and to be listed therein is widely recognized as a mark of distinction. Readers of RECREATION, therefore, will be interested in the fact that a message from the H. W. Wilson Company states, "You will find your excellent periodical listed on the first page of the Anniversary Number."

Lerton S. Krushas

does your stockroom PAY DIVIDENDS?

PAUSE A SECOND and let the question make its meaning clear in your mind. Yes, it's true—each and every piece of equipment and gear in your stock or supply room is part of an investment selected and purchased by you. If properly cared for and stored, it can return dividends throughout many seasons. The dividends are not only financial but contribute toward the promotion of good will in the department and the community. This procedure also helps in making "a lot go a long way."

Property and equipment will deteriorate during a season's play; but, however, that does not necessarily mean that they are entirely valueless at the end of the season. Quite a number of Model-T's ended their final mile with more replacement parts than covered in the original specifications. A similar view should be taken of all equipment and stock within your department.

Immediately after the summer playground season has ended is the time to make your investment pay for itself. Check all your grounds and storerooms, pick up all gear which needs storage and return it to the winter storage site. Not only does this give you a chance to check, repair and replace, but it removes the temptation of breaking and entering by the curious. It also makes a good newspaper story and serves a twofold purpose. First, it informs the community that the recreation department is on its toes in taking care of the tax-purchased equipment. Second, it serves as a public notice that the buildings and storerooms are clean and empty.

Upon its return to the central point of issue or supply, stack all gear in one spot and proceed to make a quick inventory of the amount and kind of all usable or repairable equipment. Sort out that which has no value at all and dispose of it before you start to reassemble the supplies on the shelves. With the actual count of types and amount on hand, plan on paper the necessary space and shelves needed to hold this equipment. In laying out your shelf space, it is wise to keep as many of the supplies as possible at "eye-level" height in order to make removal easy. It is a human trait that people dislike bending over to find something. Observe how the supermarket in your neighborhood is set up.

Equipment that is seldom called for or is not in demand should be stowed upon the highest shelf, freeing the central or accessible shelves for your items of greatest call. Plan to keep the equipment off the floor, if possible, because more good supplies are ruined by dampness and moisture than by all the wear and tear given them during an entire playground season. It also makes the maintenance and cleaning of the storeroom much easier when floors can easily be swept and mopped.

Determine locations for the athletic supplies, crafts materials, costumes, bases, nets, films, radios, music supplies, paints, tools, first-aid supplies and administrative materials. After each section is located, the most important phase of storage is about to begin — the identification of each group. In a convenient location upon each shelf, tack a printed card which will identify the particular item that is taking up that space. Such cards are simple to print after about thirty minutes' practice with a Speedball pen and showcard print paper. A professional job is not needed as long as each card is neat and legible. If some gear is to be kept in boxes and cannot be seen, label the box with clear lettering and place

Author LERTON KRUSHAS *is the supervisor of recreation for Playground and Recreation Board, Decatur, Illinois.*

it in a section where the printing will show. This eliminates digging into many boxes when seeking an item.

Keep bats, rackets and other supplies which would be affected by the heat or cold in a place where the temperature is nearly constant at all times. Inflated balls will lose air during a period of storage and should be checked occasionally to keep them from collapsing. New balls should not be inflated until they are to be put into use. Used balls will tend to crack in the indented part of the ball if not kept round.

As much as possible, keep all equipment under cover of some sort. If the original container is not available, keep it in boxes of similar size. Place heavier equipment at the bottom if one shelf is used for a dual purpose. Coordinate various equipment with the type of activity for which it is used. For example, place a catcher's mask, protector, shin guards and glove in one place; crafts supplies and their necessary accessories in another.

You will find the dividends returning in the form of financial and personal rewards. First, your budget will be increased by the amount of equipment you can reuse after proper care and repair. The tax dollar intended for new equipment will now be usable for another or newly-desired activity. A close and continued checkup on the equipment will prevent overstocking of any one item. By proper selection of storage and spacing, you will be able to obtain a running account of the gear on hand, at a minute's notice. Thus the employees' time will be saved when they can know right where to look for requested articles.

Remember, too, to set aside a small area of the storeroom as the repairing section. It should occupy a well-lighted space with all necessary tools, replacement parts and material close at hand. An occasional visit to local sporting goods stores will find the manager eager to advise you upon the practicability of repairing a doubtful article.

Tips to remember:

1. Rubber balls: Keep minimum amount of pressure to insure roundness; check valves.

2. Softballs and baseballs: Keep covered and sorted according to grade.

3. Masks: Brush clean; check elastic straps; work saddle soap into places where leather is dry or cracking.

4. Rackets: Use presses at all times when they are not in use; store in place with constant temperature.

5. Horseshoes: Build a horizontal pipe in a remote part of the storeroom and lay shoes over the pipe. This will save much shelf space.

6. Nets: Shake well after season's play; replace ropes needed; store in box or bag and label properly.

7. Paints and brushes: Make full measures of odd cans of same color and secure tightly. If brushes need cleaning, soak in turpentine and then run an old comb through the bristles. After cleaning, wrap bristles in heavy wrapping paper.

8. Boondoggle and leather craft: Since boondoggle has a tendency to dry out if left exposed, it is best to wind it tightly around the original roll, wrap it and place it where the temperature is constant.

9. Projector and film: Have projector checked, oiled and cleaned before starting its winter use. All films should be checked for breaks and need for cleaning. An economical way to clean a film yourself is to place it on the projector in the rewind position, run it at a slow speed, and let it pass through a clean cloth saturated with carbon tetrachloride.

10. Records: If it is impossible to return them to the proper albums, take old albums and relabel; above all, keep records covered and separated.

11. Radios and p. a. equipment: Check for need of mechanical repair and cleaning; store in a position where they are least likely to get bumped or to fall. A good coat of furniture wax will preserve the finish while in storage.

Once the equipment is cleaned, packed and stored, the job doesn't stop. Periodic checks and cleaning of the storeroom in general are needed as equipment will be drawn and replaced throughout the season and the issuing will cause some disarrangement.

A hidden dividend of a well-kept stockroom is the respect which the staff members acquire for property and the pride that comes with being part of a good organization. A clean and orderly stockroom gives the recreation worker the same sense of satisfaction that the housewife gets from a newly-cleaned house. It also gives the occasional visitor to your stockroom the feeling that the equipment under your care is efficiently accounted for and tabulated. We should all be proud of our stockrooms and able to show them off.

TV Programs and Youth

In an interview with Detroit reporters, not long ago, John J. Considine, general superintendent of Detroit's Parks and Recreation Department, scorned the effect of certain television programs on youth. His remarks led to the following editorial which appeared in the *Detroit Free Press:*

" . . . John J. Considine has a very legitimate beef against one popular type of television program—the phony sports contests of the professional wrestling and roller skating derby class.

" 'The things these clowns pass off as sport do more to teach children dirty playing than we can do to teach them clean sportsmanship,' complains Considine.

"And he is right. Youngsters certainly will never learn the fun of clean, hard, sportsmanlike playing by watching the faked antics of a crew of professional wrestlers or from emulating the tactics of deliberate mayhem and dirty advantage as practiced by the roller skaters. . . ."

Following the appearance of the editorial, the Detroit Common Council appointed a committee of civic and religious leaders, with John Considine as a member, to examine TV entertainment and make recommendations to sponsors. Should sponsors refuse to cooperate, the council has ordered the committee to take steps through the FCC to clean up the TV airways.

Charles Belous

Nature Hints

FOR COUNSELORS

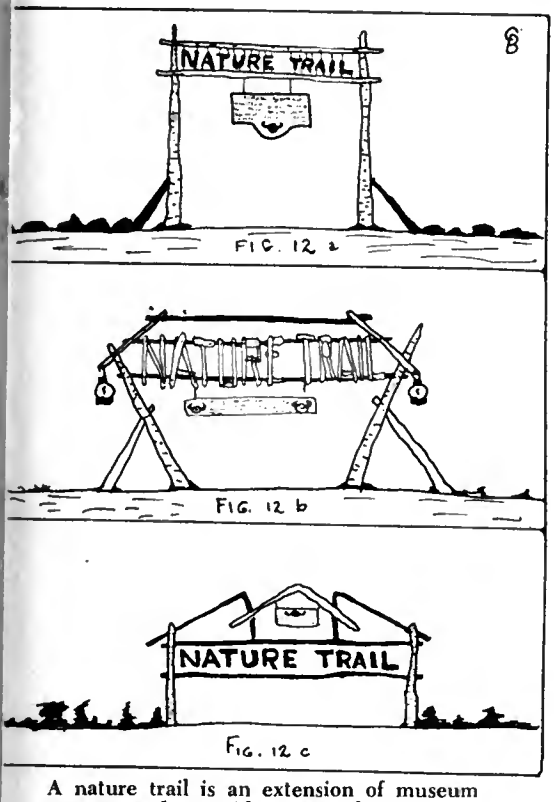

FIG. 12 a

FIG. 12 b

FIG. 12 c

A nature trail is an extension of museum proper and provides natural surroundings for exhibits which cannot be moved.

Should you be so fortunate as to have your trail cross a stream or brook, you'll find it fun to construct a miniature log bridge.

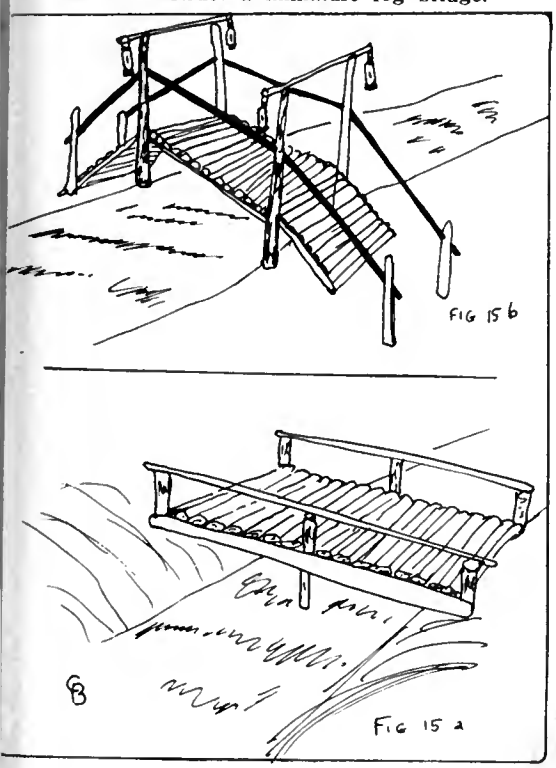

FIG 15 b

FIG 15 a

WITH THE EXCEPTION of the Boy Scout camps and some semi-public camps, few of our camp directors take advantage of the tremendous potentialities of a real nature study or woodcraft program. The average camp activity, from eating, through sports, and ending with dramatics, can be accomplished by the youngsters at home with the help of a few friends. If, however, the camp is located in a fairly decent natural surrounding, it offers the unique opportunity of an outdoor laboratory or museum.

Most youngsters up to the age of sixteen, or thereabouts, have an insatiable curiosity and interest in natural phenomenon. They want to collect things and learn about them or enjoy the thrill of the "hunt," even if it is for small quarry. A good nature-woodcraft activity in camp capitalizes on these natural interests and utilizes them to advance its program.

And you don't need a scientist or a biology professor to run the group. In fact, these "professionals" are usually too technical to be interested or too tired from their normal occupational demands to show any enthusiasm for a nature-woodcraft activity. I speak from experience for I never had a formal biology, zoology or related course, yet developed some of the finest nature-woodcraft programs (and that by other people's judgment, not mine).

Given a good general counselor, with an interest in this subject, you can really do a job, for here is one field where enthusiasm followed by effort will make up for lack of technical knowledge. You can learn with the kids as you go along, provided you are frank and tell them of your shortcomings and don't try to "fake."

1. Specifically, here are a few good projects. First, a museum should be established in part of the recreation hall, or better still, in an old barn, garage, attic or other large, unused building. In fact, for advanced and older campers, an ideal project is the construction of a log cabin museum out of timber you yourself cut down, if available. In any event, start a museum where the campers can bring any and every natural object. After you start getting a little crowded, you can be more selective. Here are a few pointers to follow on this project.

(a) Use name cards in identifying the objects and give credit to the donators or collectors.

(b) Use the curator system for apportioning the work of identifying, research, mounting and so forth so that specific children have definite jobs to do, and give them credit for their work on the exhibits.

(c) Encourage the making of simple exhibit boxes, and so forth, for insect, rock and other collections.

(d) Build up a good but inexpensive library with plenty of field books (illustrated) for ready use by the children in identifying their exhibits.

(e) Plenty of field trips and excursions will make the old drudgery of the "hike" disappear.

(See figure — for plan of miniature

AUTHOR, *an attorney, has had fifteen years of camp leadership experience.*

log bridge.)

2. Another project in connection with the museum is a good zoo for live specimens. Ants, snails, frogs, newts, snakes, chipmunks, field mice or white mice, rabbits, chicks — all make interesting exhibits and give their respective "curators" a real tie-in to a going nature study activity. Plants, mushrooms and small shrubs can be transplanted and will also make interesting exhibits.

3. When you have both a museum and a zoo, the next project should be a "nature trail." Lay this out intelligently and with a view to including as many natural objects as can be found in your area. Use a ball of twine to lay out the first trail, following the natural contour of the surroundings. If you can get the trail to end at a beautiful view or at a lake or a mountainside, this is a fitting climax. Along the trail, after a path is laid out physically with stones on either side (whitewashed if you want to get "fancy"), you should identify trees, plants, mushrooms, mosses, rocks, rock formations, birds' nests, or other animal homes, any natural object along the path which is worth receiving attention. If you have the time and a few older campers, rustic benches, a foothridge, or a decorative gate will not only enhance the beauty of the natural surroundings, but will give the campers a chance to identify themselves permanently with that project and that camp.

(See figure — for trail projects.)

4. My experience proved to me that the maximum benefits and results from a nature study program in camp can be obtained by combining it with a woodcraft program. By woodcraft, I mean a little pioneering, construction work, hiking, camping outdoors and Indian lore. The last is a fully developed program in and of itself for after dark activity in camp and was organized in the old days by the Woodcraft League of America. That program fits in well with any nature study program and supplements it in many, many ways. For example, part of the woodcraft program is a weekly "Council Meeting," where the campers play "Indians" around a blazing fire. Part of each council meeting is devoted to "instructional" activity, such as scout reports, demonstrations, nature talks or bird call records.

All told, a nature study woodcraft program in the average camp is a potential gold mine of fun, interest and achievement for the normal child. It is one field where a little effort and application will pay off tremendous dividends in satisfaction.

New Recreation Library and Office

The attractive library and new district office set up to aid recreation workers. Left, Margaret Dankworth, NRA, and Lois Lee, of Luella Cummings Home.

In Toledo, Ohio, a small green building—neat with red tile roof and white trim—stands on a tree-shaded street corner at the edge of the business district of the town. It is the Zorah W. Bowman Recreation Library—one of the first of its kind in the country. In addition, the new building shelters the new Great Lakes district office of the National Recreation Association. It was opened with formal dedication ceremonies in the Luella Cummings Home on April 8, and by a three-day open house immediately preceding the Great Lakes District Conference of Recreation Executives in that city, April 11 to 14. Joseph Prendergast, executive director of the association, officiated at the opening, and Mayor Ollie Czelusta spoke of the gratitude of the citizens of Toledo. Some seventy-five especially-invited persons attended. These included close friends of Mrs. Bowman and representatives of interested community organizations.

The library and special recreation services in Toledo have been made possible through the generosity of a public-spirited citizen—the late Mrs. Bowman—whose interest in the local development of recreation opportunities and in the work of the National Recreation Association dates from the early 1930's. The library itself is the outward physical sign of the recreation plans which are going ahead in that city. It will make available to the public a collection of reference works, program materials and other literature in the recreation field. A quiet reading room with a big table is provided, and the books will be confined to use on the premises, at least at present.

The National Recreation Association hopes to have the library and office serve as a research center and to get help from foundations for research projects carried on at the center, in close cooperation with local recreation executives and local universities or colleges.

Janet Archibald

HITTING THE HIGH SPOTS

IMAGINE A TRAIL RUNNING just below the crest of the highest mountains and through some of the most scenic wilderness areas in the United States! Such is the Pacific Crest Trail, following 2,255 miles continuously from the Canadian border to Mexico, crossing Washington, Oregon and California and used, for the most part, by backpackers and pack trains.

Trails for the exclusive use of hikers are not new. Many European countries have constructed and maintained them through rural or mountainous areas; in the eastern United States, the Appalachian Trail, which runs from Maine to Georgia, entices hikers to back country.

In March of 1932, a plan to build a continuous trail traversing scenic wilderness areas along the Pacific mountain wall was submitted to the United States Forest and National Park Services by Clinton C. Clarke of Pasadena, California. When Mr. Clarke's plan won the official nod of approval, surveys were begun to determine the most practical route to be followed; and by 1937 the Pacific Crest Trail was a reality.

Although the greater part of the trail runs through wilderness areas which are protected from commercialization by the government, it is unavoidable that in places it must traverse settled areas. These areas are small, however. It is not difficult to make contact with the trail for many east-west highways cross it or it may be reached by hiking over mountain trails.

From the rocky, glacier-hung crests of northern Washington to the almost desert ranges of southern California, the trail passes through a wide variety of country. Whatever your taste in mountain scenery, it will be served to you. The Washington section is roughest in the northern part of the state, with snow-covered mountains, granite peaks and small mountain lakes. Farther south through Oregon, the Cascade range is more gentle, with fine views and excellent fishing. In northern California, the trail remains easy until it reaches the snowy *massifs* of the Sierra Nevada range and runs for over five hundred miles through the rocky, alpine heights of the California mountains past silent lakes, reflected in rocky pools, and through patches of late snow and twisted, stunted trees. It is a magnificent region for the more experienced mountaineer. South of the Sierra ranges, the trail dips down again to lower country and follows the crests of the southern mountains through forests of pine, over the semi-desert region above the Mojave, with its grotesque forests of Joshua trees, and finally over the oak-covered hills north of Mexico.

The trail is operated under the control of the United States Government. Efforts are made to keep it well marked throughout its length, and campsites are frequent, with water provided where needed. Early spring and summer hikers may find the trails partly obliterated by slides; by July they are well marked and easy to follow. The months of July, August and September are the best, particularly in the higher areas, for by then the late snow has melted. The Southern California region is semi-desert and, although water is provided along the route, care should be taken to avoid the heat of midsummer. Late spring and early fall are more pleasant than summer for exploring this part of the trail.

Storm threat changes the mood of this lovely high Sierra Lake in a magnificent region expert mountaineers can really enjoy.

AUTHOR *studied recreation at Washington State College.*

Blanche C. McGowan

IT'S ALL IN THE THIS IS BOSTON POINT OF VIEW!

TO SOME PEOPLE, the idea of graveyards in downtown Boston is a waste of space and money. To others, prowling through cemeteries, looking at old gravestones, is a recreation! Bostonians take facts like these calmly and serenely, and realize that this grand old city has been here for years and years and, God willing, will be long after we are gone.

Colorful and historical Boston is to be the scene of the 1951 National Recreation Congress, October 1 to 5. On these pages appear the local Community Recreation Service's own story regarding things of general interest to look for, and to expect, in the land of the bean and the cod. For further information watch for the September 1951 issue of RECREATION.

What is Boston's appeal? Historical spots? Most cities have them. Cultural activities? We are by no means the tops in some of these. Climate? Other places brag about theirs. We keep our fingers crossed for our "wait-a-minute" weather. "When it's good, it's very, very good, and when it's bad, it's horrid." Recreational wonders? Well, we don't have Yellowstone Park or the Grand Canyon, but the Atlantic Ocean is pretty chummy and the Charles River isn't too hard to take — externally. Shopping center? New York and Chicago have bigger ones, but Greater Boston has 2,550,000 potential customers who know good things when they see them. This applies specifically to the Famous Fabulous Bargain Basement, where you may find anything from a pastel mink coat to the finest art treasure, strictly for cash, at low prices, where periodical markdowns are made. Tourists have been known to turn pale and falter as they enter this justly-famous place. But once in, they push and snatch like everyone else. You could call it recreation. On the next corner is the first and oldest in continuous department stores in the United States.

Eating is an interest that most people share. Put this inclination and Durgin-Park together, and you will gain pounds easily at one sitting. This restaurant, over 150 years old, has red and white checked cotton tablecloths on long, family-style tables, and the kitchen is actually out in front with the customers. There are no flossy wall hangings or electric light fixtures, and the waitresses have been working there for years. But get there early, or you will find a long, hungry queue of people waiting in the street. No reservations may be made ahead of time. But oh, that roast beef, those lobsters, that wonderful Indian pudding and those mammoth strawberry shortcakes. Should you long for more seafood, the Union Oyster House nearby gives it a special touch. If you go down there in the early afternoon, you may go to Faneuil Hall, the "Cradle of Liberty," and hear the ghosts of revolutionary days — provided your imagination gives you a chance. Be sure to look up at the grasshopper weathervane on top of the hall.

Your special desire may be to absorb as much music as you can. It is possible in Boston. Our symphony orchestra is an institution of which everyone has heard, if not in person, then on records. After the Friday afternoon concerts, mostly attended by ladies whose tickets have been handed down from generation to generation, the Charles Street bus of the MTA is crowded with these same ladies who live on "The Hill," Beacon, that is, or

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at the Hotel Lincolnshire. During World War II, when gasoline supplies were tight, these Bostonians discovered the dubious delights of riding buses — thus saving gasoline and their chauffeurs' tempers.

Transportation difficulties are not any worse than they are in other large cities but, for the total stranger, it's a toss-up where one might land, if one is not careful. Tradition has it that our streets were laid out by an early colonist leading his cow to pasture. There is a true story about the Texan and his family who arrived in Boston on June seventeenth to discover the city practically deserted. Driving up to a policeman, they asked where everyone was. The courteous arm-of-the-law, noting their collective accents and license plate, said that June seventeenth was a holiday in Suffolk County and why didn't they drive over to Charlestown to see the parade in honor of the Battle of Bunker Hill. They did and, through some quirk of fate, actually got mixed up in the line of march and drove blissfully along with the participants. By the way, the battle was fought on Breed's Hill, not Bunker's.

It is well, also, when asking directions of strangers, to make it perfectly clear where you wish to go. If necessary, write it down and show it to a policeman. Recently, a Chicagoan, staying at the Hotel Statler on Arlington Street, found himself at the end of the car line in Arlington Heights, a town over six miles away! Moral: It is wiser to say Arlington Street than simply Arlington.

Boston is almost an island, and with all that water, fresh or salt, around it, you would naturally expect to find boat trips. Did you know that there are four-day boat trips from Boston to Montreal, week-end trips from Boston to Nova Scotia, and short, one-day trips to Provincetown or Plymouth (be a Pilgrim for a day)

Typical lobster fisherman's shack on the North Shore. This city is one of the nation's oldest and busiest fishing ports.

Canoeists of the Quineboquin Camping Club (see Recreation, July, 1949) prepare an overnight camp on the Charles River.

and also to Nantasket Beach and around Boston Harbor? There are, in addition, two extremely inexpensive water trips — one for ten cents and the other for a single penny! The former is, of course, the swan boat ride around the little pond in the Public Garden — where all the trees are labelled in Latin with English translations. Every adult, whether accompanied by a child or not, should make it a point to take this grand tour. The one-cent ride on the ferry to East Boston, across Boston Harbor, is unique. You may ride all day for the same coin if you stay aboard.

Not too far from the East Boston ferry is the Fish Pier, where the fishing boats unload their catch before your eyes. This "finny" business is big business in Boston, incidentally, for the city is one of the nation's busiest fishing ports. Make your trip down there during the week, however, because it's as dead as a mackerel on week ends. Don't expect to see tea floating around nearby "T" Wharf; it was named for its shape.

Combine this excursion with your tour of the north end of Boston (the old North Church, with its "one, if by land and two, if by sea" fame, and the Paul Revere House), but don't try to compare the narrow, noisy streets to any place you've ever visited. Comparisons are odious, it is said, and it is much more fun to take Boston as you find it — incomparable. If you take your car on the ferry, it's easy to drive to the Logan International Airport in East Boston, nearest airport to a large city and soon to be the largest municipal airport in the world—and on your way back, stop by for a visit to "Old Ironsides," the U.S.S. *Constitution*, now docked permanently in the navy yard.

There are several excellent boat rides up the Charles River, too, that are the panacea for tired tourist feet —

Orchard House was the home of Louisa May Alcott, author of "Little Women." Homes of other authors, such as Hawthorne and Longfellow, are also very interesting to visit.

a short one around the Charles River Basin; a longer one up as far as the Harvard Stadium; and the longest one, of several hours' duration, to Watertown. This is, frankly, a superb way to sightsee. It's cool, it's comfortable, no mental effort is required except to be cognizant of the fact that Boston University is on the south side of the river and M.I.T. and most of Harvard are on the north side of the river and that side is Cambridge. If Braves Field or Fenway Park is illuminated for a night football game, the scene is for all the world like a *Saturday Evening Post* cover. The lights on the river are something to see, with the spectacular weather lights atop the John Hancock Building insuring us a good day if blue and bad, if red.

Speaking about that new building, it is on Berkeley Street, the street next to the Statler and, on weekdays, between nine and eleven, two and four, plan to trot over and up to the twenty-sixth floor to see Boston at your feet. Through plate-glass windows, the view is truly glorious. There are the ocean, the Custom House Tower, the green carpets of the Common (no "s" please), and the Public Garden (also no "s"), the leisurely flowing Charles, the bridges connecting Boston with its neighbors, Commonwealth Avenue and its permanent parade of elm trees, the scurrying traffic and unhurried pedestrians. Copley Square is showing its best face — and why not, with the Boston Public Library, the Copley Plaza Hotel, S. S. Pierce Company, Trinity Church, the New England Mutual Life Insurance Company, the State Street Trust Company and Old South Church eyeing it vigilantly? Off to the southeast is Dorchester Heights, the hill where George Washington scared the British out of the harbor by means of a clever military maneuver many years ago, one March seventeenth.

No one should leave Boston without seeing the Museum of Fine Arts and, a short distance away, the Isabella Stewart Gardner Museum. The former is not only one of the world's most outstanding institutions of its kind, but also does a splendid job in its daily gallery talks on museum collections and exhibitions and in its comparatively new lectures, movies and informal activities for children. As for the Gardner Museum, open Thursdays, Saturdays and Sundays with no charge, this genuine Italian Renaissance Palace has to be seen to be believed and/or appreciated. The palace is built around a glass-roofed courtyard, which is filled with beautiful flowers selected according to the season. And if you never knew that lowly nasturtiums had glamour, you'll be aware of it for sure when you see masses of them, planted to resemble a fiery orange waterfall on a stone balcony several stories up. Local and out-of-town youngsters give concerts open to the public on Tuesday, Thursday and Sunday afternoons in the music room.

In this same neighborhood, the Fens section of Boston, are Simmons and Emmanuel Colleges, the Children's Medical Center, Harvard Medical School, Beth Israel Hospital, Massachusetts School of Art, Boys Latin School, Boston Teachers College, Girls Latin School, Massachusetts College of Pharmacy, Lying-In Hospital, Peter Bent Brigham Hospital and the Angell Memorial Animal Hospital, largest of its kind in the world.

The children of Boston have no excuse for growing up ignorant in the fields of arts and science because the Children's Museum, a gem among educational institutions, the children's Art Centre and the still-growing Museum of Science, among others, are places of wonder and satisfaction. At the Museum of Science, you may pat a friendly porcupine or see your voice!

Examining a catch during the Fishing Carnival sponsored by Community Recreation Services.

Servicemen have always found a warm welcome in Boston. The Bay State Club, known as the "Buddies Club" in World War II, is a permanent building on the Common near the Park Street subway station. One hundred eighty-seven thousand, nine hundred eight members of all branches of service in 1950 dropped in to take part in the recreation program or to find cheerful companions to help pass the sometimes lonely hours away from home. The Armed Services YMCA in Charlestown also does a fine job.

During the siege of Boston, the first playground committee in the United States, composed of a group of irate colonial children, protested to General Gage the actions of his Red Coats in interfering with their coasting on the hills of Boston Common. Impressed by their courage, the General allowed them free use of the icy slopes for their sleds. Over on Columbus Avenue, near Northampton Street, is Carter Playground, the playground of Joseph Lee fame. It lately has had its face lifted and new equipment installed.

Welcome to Boston! When you smell coffee roasting, the wind is in the east!

W. C. Sutherland

Recreation PERSONNEL SERVICE for You

A Brief Report on the Things the National Recreation Association Is Doing for Professional Recreation Workers in the Defense Period.

RECREATION, LIKE ALL OTHER parts of the American system, is beginning to feel the strain of the defense emergency. It is not only a problem of facilities and programs; a great part of the difficulty is, and will be, manpower.

A National Roster of Scientific and Specialized Personnel was established by the United States Government during the last war, but there is no provision, at the present time, for the inclusion of park and recreation personnel on it. With every passing day of the present defense emergency, however, it became more apparent that there should be a National Roster of Recreation and Park Personnel, both for the sake of the individuals concerned and for the recreation movement and the best interests of the nation.

Therefore, the National Recreation Association began, in April 1951, to establish such a roster. The National Roster of Recreation and Park Personnel is a voluntary registration and carries no financial or other obligation. It is not to be considered as an application for employment or a placement service and is quite separate and distinct from the association's Recreation Personnel Service, which is the subject of this article.

The demands of military and defense agencies for recreation personnel are now being added to the constantly-increasing demands from local communities and voluntary agencies for personnel for their expanding regular services. It is a major function of the NRA Recreation Personnel Service to help satisfy all these needs. It serves as a clearing house for professional recreation workers and for recreation employers. Its staff of four works throughout the year recruiting, selecting, classifying and placing recreation workers. It offers specialized services to the professional people in the field and to the communities, agencies and executives who employ them.

For Career Workers

To the individual recreation worker, an opportunity is offered by the Recreation Personnel Service to have his professional record maintained at NRA headquarters. The original registration is done on a standard personnel form, which also is adapted for use in placement service.

As each personnel registration is received, it is classified according to education, experience, skills and positions desired. References are accumulated and filed for use at any time that the individual may seek a new position. This insures that complete references can be made available to employers without delay when the applicant desires. Periodic check-up questionnaires make it easy for workers in the field to keep the cumulative record accurate.

It is important to have records on file for the year-round professional recreation workers even though they may not be interested in placement at the time of filing. Guidance, counseling and response to inquiries regarding professional opportunities, sources of training, types of positions, job requirements and worker qualifications, salaries and working conditions are important supplementary services.

Local, state and regional geographical restrictions are being removed gradually and qualified workers are now able to move from one geographical area to another. Last year, for example, the association received requests for help in filling positions in forty-four states, the District of Columbia, Canada, Hawaii and Arabia. If we were to take into account positions with war-connected services, we would add Trieste, Okinawa, Japan, Alaska, Guam and European locations.

For Communities

Park and recreation departments, hospitals, institutions, voluntary agencies, civil service commissions, industries and the armed services turn to the NRA for consultation and advice on personnel standards, policies and practices, procedures in recruiting, selection and

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placement of recreation personnel. Additional information is available on salary schedules, qualifications for workers, job specifications, working conditions in the field and in-service training opportunities for paid and volunteer workers.

The Recreation Personnel Service maintains a pool of people qualified for, and interested in, recreation positions of many types in all geographical areas of the country. From this group of people, it screens and selects individuals in one of four ways:

1. A carefully-selected group may be chosen and their confidential credentials submitted to the employing agency.

2. Candidates may be notified and requested to apply directly to the employing agencies with the understanding that complete credentials will be submitted by the NRA as it becomes advisable.

3. A list of prospects may be submitted directly to the employer, but without any accompanying credentials, so that he may approach candidates personally.

4. Additional service is rendered when wide publicity is desirable and requests are submitted in advance. Job notices are then publicized through our various mailing channels.

Other Services

The association keeps in touch with colleges and universities and provides an opportunity for their graduates to register with the Recreation Personnel Service even before graduation. Personal visits are made to some schools for the purpose of interviewing students and advising them with reference to the field. Universities are assisted with problems related to their recreation curriculums and, insofar as possible, they are kept informed regarding the demands for, and the types of, workers needed. Up-to-date lists of training sources are maintained—including colleges offering major recreation curriculums, special conferences and institutes.

Membership and participation in professional groups and related agencies help to make the over-all personnel service more effective. Also, the general resources of the association—the research, consultation and field services—contribute greatly to the development and maintenance of desirable standards and conditions for workers and employers.

Acute manpower shortages are now in the making and, as they develop, recreation and social agencies will be hard hit. Now is the time to anticipate the shortages by long-range manpower planning.

Some rough going is ahead as we face the problems of attracting competent people to positions vacated for long periods by persons going into military service. Recruitment and placement will be more difficult, especially in those departments where salaries and working conditions do not equal those in related fields, in business and defense industries.

Broader ranges of job descriptions will be needed. As staffs are depleted, they will have to become more flexible, more versatile and subject to frequent changes of assignments. More careful attention will have to be given to the development and wise utilization of personnel.

There is no question but that we will have to set up more aggressive recruiting campaigns locally and nationally.

We must maintain the standards which have taken a half-century to develop. This is a serious question that we must face *now*. Although we may not be able to hold rigidly to the highest accepted standards if we are to secure workers and meet the needs of the times, we must not relax standards so much that the recreation movement will be impaired permanently. Ingenuity, imagination and inventiveness will be called for in finding the "golden mean" between overrigidity and too much relaxation.

In-service training programs will need to be improved and extended. Personnel policies and practices will come in for more careful consideration. Good public relations programs now in the lip service stage must be put into operation, extended and strengthened.

Executives will have to work harder on that most important administrative function of all—the securing, developing and keeping of the best leadership possible.

Personnel is the central powerhouse of the recreation movement. It is the heart and soul of our profession, the key to the future and to the fulfillment of our purpose.

The outstanding and most successful leaders of today have a very positive personnel point of view and believe that the development of their workers is their most important responsibility.

The association feels so strongly about this matter of personnel that its own services on the national level are being expanded. The addition of another staff member last March to give full time to the Recreation Personnel Service will help to increase the quantity and quality of this phase of the association's work.

Personnel Needed

Armed Forces—Civilian recreation personnel is needed by the U. S. Army, U. S. Air Force and the American Red Cross for work in all parts of the United States and overseas. The demand is greatest for women between twenty-four and forty-five years of age. Positions are for service club directors and specialists in social recreation, crafts and drama. A few vacancies exist for men specialists in arts and crafts. College training in recreation and paid experiences are basic requirements. Further information may be obtained from the Recreation Personnel Service of the National Recreation Association.

YWCA—The national YWCA personnel service lists numerous positions to be available in September in all parts of the country. These include young adult, teen-age and health program directorships at $2,400 to $4,300. Inquiries should be addressed to Personnel Services, National Board YWCA, 600 Lexington Avenue, New York 22, New York.

SHIP AHOY!

by F. A. STAPLES

DO YOU KEEP a ship log book on the playground? Why not try it this summer? The log book should be planned by a committee of youngsters. What is it to be like? How large? Who is to make it and who will be chosen first captain of ship log book? These are some of the questions to be answered at the first meeting.

It would be best to have a new captain each day, selected by the playground supervisor with the approval of the committee. However, if it seems a better plan, the captain can serve for two days. His job is to keep the ship's log, recording each day's happenings. There should be no set procedure in keeping the log. Each captain uses his own ideas. Some may write or print the daily events; another may paint a picture to illustrate the most interesting experiences of the day; and still another may record the complete program, giving some indications of the results either by sketches or by written word.

In selecting the ship log book committee, include children with different interests. Storytelling, music, arts and crafts, nature, drama, quiet games, athletics and any other activities which you plan should be represented. In this way, the log at the end of the playground season will give a complete picture of the summer program.

Now, what kind of a log book do you want? Will it have a stiff or soft cover? Will it be large or small in size? How will it be bound? What would be an appropriate cover design?

In answer to these questions, a stiff cover would be better because it will get hard usage. The pages should be loose-leafed, and the book should be fairly large. Eleven and one-half inches by fifteen inches would be an average size for the pages. This would give the captain ample room for writing and illustrating. The most talented children should make the cover for the log book.

COVER:

Material—3/16" plywood.
Size—12"x15½".

PAGES:

Material—heavy manila paper or unprinted newspaper—11½"x15".

BINDING:

Material—cord or leather lacing.

How to make the cover:

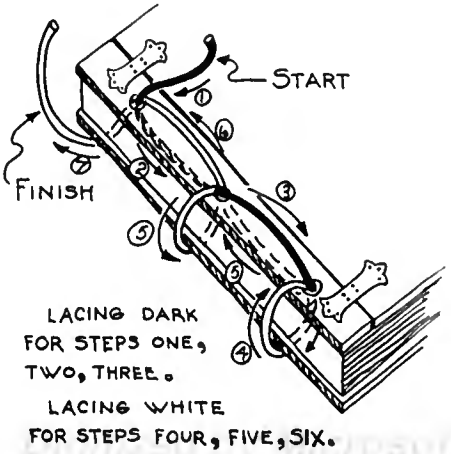
1. Cut two pieces of 3/16" plywood 12"x15½".
2. Sandpaper smooth.
3. Cut strip 1" wide from front cover.
4. Sandpaper cut edges.
5. Drill holes of 3/16" diameter in strip, three inches from each end and in the middle, 7¾" from ends.
6. Hinge two parts of front cover. Use small metal hinges or strips of leather. Leather hinges cut 1" wide and 1¾" long. See diagram. Small escutcheon pins hold leather hinges to cover. Hinges are 2" from ends.

How to prepare pages:

1. Punch 3/16" holes in each page to coincide with holes in cover.

How to lace pages and cover together:

1. Lace through top, front to back.



2. Lace through middle hole from back to front.
3. Lace through bottom hole from front to back.
4. Loop around edge of book from back to front and then through bottom hole to back of book.
5. Lace through middle hole from back to front. Then loop around edge of book from front to back and then through middle hole to front of book.
6. Lace through top hole from front of book to back.
7. Tie the starting end of lacing and finishing end of lacing to make the last loop at top hole of book. This may be a square or bow knot.

Decorating cover:

The cover decoration should be planned by the committee who will choose someone to make the design.

Here are a few suggestions — a painted, raised, wood-burned or metal cut-out design. It could be pictorial, just lettering or both. The raised design could be cut from thin plywood and glued to the cover; the metal cut-out design could be fastened to the cover with small escutcheon pins.

The back and front cover, if not painted, should be finished with either a stain or shellac. To stain, mix a small amount of the desired color and paint on the wood. Then wipe stain off immediately with cloth. If not the desired shade, repeat this process. Most stain finishes look best if waxed.

To get a good shellac finish, first paint wood with thin coat of orange shellac. When dry, rub down with steel wool. Then apply a second coat of orange shellac and rub down when dry. Continue this process until desired finish is secured. For best results, rub down the last shellac coat with pumice and oil, using chamois.

If you want to carry out the ship idea, have the children build a dry land boat with a sail. They can take many an imaginary trip in it.

Author FRANK A. STAPLES *is the director of the Arts and Crafts Service of the National Recreation Association.*

Catherine T. Hammett

Camping

Its Part in National Defense

THOSE WHO BELIEVE in the values of an organized camping experience as part of the growing-up process of young people today need no defensive attitude when there is a discussion of the nation's present requirements and issues in national defense. They know that now, as in previous years, *good* camps make a contribution to the nation's well-being. However, in times of stress, there is need of evaluation from a new angle; perhaps there must be new emphases to meet the demands of the times; it may be that the most valuable contribution will come from a "business-as-usual" viewpoint.

Before any camping season begins, the directors, camp committees and program heads must evaluate their past camping, must review aims, objectives, philosophy and ways of work, and must plan to continue or modify these to meet the needs of the season's campers. They do this by the staff that they select, the equipment and materials they make ready, the organization of the camp itself. This year, such evaluation has been more important than ever in the light of the national emergency and of the pressures continually brought upon leaders of youth to help in making the people ready for emergencies. How do camps fit into the national picture this year? What is their place? What can individual camps do with campers to help meet the needs of a state of emergency?

In order to take a look at camping in the light of the times, we must have some basis of what good camping aims to accomplish in the general development of children and youth. This is difficult to do for all camps, since no two camps are alike in aims, objectives, way of organization and way of work; even within organizations which have stated philosophy, there will be variations by camps. Too, when one speaks of "camping," and especially of "good camping," one is using a personal interpretation of what is "good." So these statements are necessarily the opinion of this writer and not a statement of all camps.

These, then, seem to be the elements of a *good* camp for youth:

- The camp itself is set up to provide for small groups of campers and leaders who live, work and play together at least a good portion of the day, making their own plans for activities, as well as for living.
- The camp is in a spot that provides a natural setting that abounds in the kind of resources needed for a good outdoor program and that presents a place of natural beauty with a degree of ruggedness.
- The program of the camp makes use of this outdoor setting in its predominant activities, using the woods, waters, nature, the land as a basis for living in the out-of-doors.
- The emphasis of program is upon two things—getting to know, appreciate, enjoy and use the out-of-doors for fun, living, knowledge *and* for learning to live happily and easily with other people.
- The leadership of the camp is concerned as much with this living together as with skills and activities, and uses the activities as a basis of growth of the campers, rather than as an end-all in themselves. Such counselors-for-living are "rated" as important as are the skilled program leaders.
- The facilities and equipment of the camp are adequate, safe and in good condition, but are also simple, presenting some challenges in the need of making one's self comfortable and of lending a hand in the providing of shelter and food for one's own small group.
- The health and safety of the campers are guarded and maintained, but there also are chances to learn to take care of one's self to meet the hazards to be found in the out-of-doors.
- There are some spiritual gains for the campers, not only religious experiences, but experiences in the under-

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CATHERINE T. HAMMETT, *national secretary of the American Camping Association, and* VIRGINIA MUSSELMAN, *director of the Correspondence and Consultation Bureau of NRA, have recently completed "The Camp Program Book," a valuable addition to the growing library of camp literature. Available from National Recreation Association, 315 Fourth Avenue, New York 10, N.Y. $5.00.*

standing and appreciation of people and the wonder of the out-of-doors.

- There is opportunity for the widening of horizons to include the affairs of surrounding neighbors and of the world; there is isolation from city things, but not from all that is in the world today.

These general marks of a good camp lead into two great realms of program. The first answers the camper's need and desire for fun and adventure, for chances to do things that he cannot do in town or without special facilities and leadership. Into this category fall hiking, outdoor cooking, camp crafts, conservation, nature lore, waterfront activities, construction, trips, campfires and similar aspects of the outdoor program.

The second realm has to do with learning to live with other people. The living situation in a camp presents an opportunity for learning to live with and get along with and have fun with other people as is to be found anywhere. Here there are all the elements of a community—the "family" or tent or cabin group; the "neighborhood" or unit or small camp group; the "community" or whole camp group. Since camps are geared to the campers, the governing of the "family," the "neighborhood" or the "community" is on a camping level, and can be adapted to the various age and experience levels found in the camp. Any camper, no matter how young, can begin to see his place in the three groupings. In the family group he may have his part as an individual, while to the neighborhood or community group he may go as a representative or send someone to represent him. Thus he begins to practice and to learn the basic elements of representative government. And, in the learning, he discovers that there is no freedom of speech or of action that does not carry responsibility to help carry out plans for the good of individuals and the group.

Acknowledging that there are many agencies which have an influence upon the total education of the child today, we say that camping *supplements* the home, the school, the church and the in-town, year-round organizations and agencies; camp leaders believe that camping gives something that is over and beyond the good influences of such agencies in the child's life.

Needs of Youth

With this, then, as one basis upon which to look at the camping program, let us turn to the needs of youth, as related to the needs of the country in these times of stress and emergency. What do we hope to accomplish in the way of development of youth for the present day emergency and for the future? The nation needs young people who can fit into society in times that are normal—or as normal as times can be these days—and who also can fit into community groups in time of emergencies by lending a hand or by taking care of themselves. Specifically, the needs of the nation are for:

- Youth who are resourceful, self-reliant, able to take care of themselves in emergencies, no matter what their age. The need is for youth with specific training to be able to give service in helping others to provide shelter, food and other living arrangements.
- Healthy, strong, well-adjusted young people.
- Young people who understand the "American way of life," and how to help bring it about or continue it; the need is for "good citizens."
- Young people who know about our natural resources, know how to use them, to enjoy them and also how to conserve them.

Whether we speak of these needs in terms of physical fitness, service projects, practice of democracy—or make more general statements of needs—we know that there is a need to spearhead our efforts and, often, to help the young people to realize that they are doing their part to serve the country when they are learning to meet the demands. They must see that practicing first aid or helping reforest a hillside or doing a better job of group government all may be part of preparing themselves to be better citizens in the future.

How, then, can camps help meet these needs?

A good, varied outdoor life with other people, under wise and interested leadership, will do much to meet the necessary requirements. With the younger campers—and it is undoubtedly true that the majority of boys and girls in organized camps today are under thirteen years of age—the camping-as-usual or, perhaps, more-camping-than-usual would seem to fit the need. For teen-agers, there may be more specific types of training. Certainly camp directors can be sure that there is emphasis upon doing for one's self and not having too much direction, too much protection or too much doing-for the camper. There are definite types of work or service projects which will challenge the older camper and give him a sense of serving that will be "good" for him, "good" for the camp or neighboring countryside and, in the long run, "good" for the nation, too.

In thinking over program emphasis for this summer in camps, it seems to me that opportunities such as the following must be provided for the campers:

- Opportunities for campers to learn to do for themselves, to practice outdoor skills that teach self-reliance and resourcefulness. This should happen in daily living, not on an occasional hike or outing, and the camper should have an active part in the preparations. These are not times of entertainment, but times of doing, and from the day-by-day practice will come skills that will serve naturally in times of emergency.
- Opportunities for campers to share in service projects—such as gardening, tree planting, soil erosion, insect control—not just as activities, but definitely with a view to lending their physical skills and strength to preserve a better natural environment.
- Opportunities for campers to learn and practice good outdoor citizenship in conservation, in fire safety and in consideration and care of private and public property.
- Opportunities to learn interesting activities and skills which call for little equipment but can be used as a source of enjoyment when one's away from radios, television, movies and so on.
- Opportunities to know and understand people of other

cultural groups—racial, national, religious, geographical, economic.

- Opportunities to gain in health through vigorous activities, such as swimming, hiking and so on; knowledge of good health practices, as carried out by individuals.
- Opportunities to practice the democratic way—with time planned for this in the daily program, with leadership that is mature enough to give wise guidance and to help interpret the daily camp planning to the needs of citizens in the world today.
- Opportunities for just talking things out, especially with teen-age campers, so that they may develop ideas of their own.
- Opportunities for relaxation, lessening of tensions; recreation that is not too competitive nor too stimulating.
- Opportunities to keep in touch with the world of today—through people, through discussion, through resources.

To sum it up—there must be opportunities to *be* children or youth, to enjoy life, fun and activities, to gain a sense of security in a world of insecurity; the leaders must build on the living-together-in-the-out-of-doors to plant seeds of self-reliance, skills and inner resources which will stand them in good stead in time of emergency and stress.

Camps are important in the defense of the nation, not for military training, not for adult activities and responsibilities, but for the conservation and development of the greatest resource the country has—its future citizens.

INDIAN POW-WOW

Edmonton chiefs smoke the Peace Pipe as they discuss important affairs of state.

THE FOLLOWING IS a leaf taken from the playground bulletin distributed to staff by the recreation commission in Edmonton, Canada, describing how to put on this special event.

Planning: "Indian Days" is the program theme. The Council Ring can be an important feature of your program and, with the Big Chief as chairman, discussions of other activities can take place and committees organized for coming events.

Plan a ceremony in which chiefs are shown respect in keeping with their position. Set aside a secluded area as a Council Ring. Colorful costumes, blankets, painted faces and so on will add color to the event. Tribal chants, war whoops and cheers can be used.

Program: The boys and girls will have lots of suggestions for this. The following can be used as a guide:

Line up tribes, headed by chiefs. The Big Chief should lead the ceremonial parade to the Council Ring. Each tribe sits down together, Indian fashion, around the ring with the tribal chief in front, braves next and squaws in rear. Squaws can be full-fledged braves or even chiefs if this would stimulate interest.

No one speaks until the lighting of the council fire—which can be either a tiny flame or red paper arranged between dry sticks to simulate a fire. Some event should be planned for the lighting ceremony, such as having each chief add one stick to the fire and having the Medicine Man set it ablaze.

Following this, each tribe can perform a ceremonial dance around the fire and return to place. When the last tribe has performed, the tribal chiefs can make speeches to the Big Chief, giving reasons for the Pow-wow and offering suggestions for programs.

Typical Story Book Speech

"Oh, Mighty Chief Big Plume,
Fearless hunter and warrior,
Leader and Counsellor of many Red Men,
Favored by the Sun God and Moon God,
Oh, wise and learned one,
Let us smoke many peace pipes.
Stop the hunt and the fighting.
Let our braves meet on the race track
And the jumping pit to see who is swiftest of limb,
And the strongest of heart . . ."

Following these speeches, the Big Chief can lead a discussion, decisions can be made and the formal business completed.

Now come the special features: stunts, sing-songs, stories, games of strength, skill, daring, individual contests, Indian legends, races, throwing events, jumping, stalking contests.

Indian crafts also can be featured on this day. Each tribe can provide contestants for each event, with points awarded to the successful.

As a culminating feature, have tribes assemble at the Council Ring for refreshments, presentation of award ribbons and the closing ceremony. This last might be an Indian creed repeated in unison.

Josephine Randall Retires

JOSEPHINE DOWS RANDALL, Superintendent of Recreation, City and County of San Francisco, is retiring this summer. As she brings to a close her active professional career, she must find great satisfaction in the large circle of friends she has gained in this work and in the many constructive developments that have been achieved as a result of her leadership.

Miss Randall, a native of California, was well-equipped from the beginning for the work she has done so well. Even before she began her first recreation assignment in San Diego in 1913, she possessed both a B.A. and an M.A. from Stanford University. She also had the enlightening experience of serving as secretary to Dr. William F. Snow, one of the great leaders in the public health field, as well as some experience in settlement work.

For six years Miss Randall was employed in San Diego—part of this time under the Girls Division of War Camp Community Service. In 1920 she joined the national staff as the association was beginning its post-war peacetime recreation service.

Through the four years that followed, she served as field representative on the Pacific Coast and in the Middle West. Comments from those who worked with her could have been woven into a very acceptable statement on the qualities that a good recreation worker should possess, including such phrases and words as a specialist in recreation, splendid organizing capacity, careful, thoughtful, effective with young people, good at girls' work, excels in training play leaders, much reserve power, enthusiastic, versatile, absolute dependability, systematic, accurate, no guess work, steady, effective, modest, a most valuable worker.

In 1924 and 1925, under the auspices of the San Francisco Community Fund, Miss Randall directed a recreation survey in San Francisco and, early in 1927, was employed there as superintendent of the newly-organized recreation department. In this capacity she pioneered in untried fields. Any consistent reader of RECREATION and the bulletins of the National Recreation Association over the years will recall many new and stimulating ideas that emanated from San Francisco.

The *Year Book* of the National Recreation Association in 1927, compared with the *Year Book* for 1948, shows that in a twenty-one-year period, the number of playgrounds under leadership in San Francisco increased from twenty-eight to one hundred six; the number of paid recreation leaders from eighty-seven to three hundred twenty-six; the salary expenditures from $164,595 to $937,658; the total recreation expenditures from $410,318 to $1,304,504. The recreation facilities developed include several of an unusual nature, such as the Junior Museum, the children's day camp, the photography center and the vacation camp. The program is exceptionally broad in scope and has fine balance. Playgrounds and athletics, of course, but there's also a rich offering of music, drama and dancing in many forms, social recreation, crafts, gardening, camping and special events.

For many years Miss Randall has had a deep interest in the international aspect of recreation. Inspired by the ideals of UNESCO, she has been able to do much through the playground program in bringing to the children and young people of San Francisco a practical understanding of other nations through participation in programs built around their customs, games, crafts, dances, songs and folklore.

As the crowning glory of a long period of service in San Francisco, the people, in 1947, approved a twelve-million-dollar "Master Building Plan for Youth" and, in recent years, much of Josephine Randall's time has been given to the successful completion of the various segments of this progressive plan.

In 1949 she had the distinction of being the first woman to be awarded a citation naming her as a Fellow of the American Recreation Society.

Josephine Randall has been a tower of strength to the recreation movement. She has literally thousands of friends. The number of people who have had happier hours of leisure because of her efforts are countless.

And so, upon her retirement from active duty, we extend to Josephine Randall our very best wishes for the full enjoyment of a well-earned leisure. However, as in the case of many retired recreationists, it is predicted that she will find many happy ways to continue to serve the recreation field.

S. C. Summerfield

A GUIDE TO TEACHING TENNIS

In action, Pancho Gonzales, the 1949 National Amateur Tennis Champion, shows top form.

IN MOST AMERICAN CITIES it has become the custom to think of tennis as a summer sport. This may be true in many respects where indoor courts are not available but tennis can be taught indoors in YMCA gymnasiums, church houses or in any comfortably-sized space. The use of teaching apparatus and planned exercises will give the rhythmic patterns of the basic strokes and footwork drills and body motions will simulate the actual play. Bangboard practice with such drills will soon bring the student to the point where, when the season for outdoor play begins, he will be ready to complete his training by actual play on the court.

The ability of a student to learn to play this exciting and absorbing game can be tested in simple ways. Eye efficiency, for instance, is important to satisfactory performance and can be judged by assigning the class the job of learning how to juggle two tennis balls first with two hands, then with the left hand. (Right hand for students who are naturally left-handed.)

Basic rhythmical skill is born in every child and can be developed in accordance with the physical limitations of the muscular and reflex action of the individual. Many forms of natural rhythm are inherited by a race, as displayed by almost every nation in its folk dances.

To determine whether a person will succeed in any action game, a method of testing his sense of rhythm is most important. This can be accomplished in many ways. However, it is best to select the basic rhythm of the game to be taught and derived from the game itself. In tennis we have several basic forms of rhythm such as weight transfer, wrist and arm action, body motion and leg action. Without proper rhythmic action, perfect timing in tennis is practically impossible.

A tennis instructor must consider the limitations of the students' individual physical differences. There's the student who has never been able to develop good muscular coordination or the one who is too short to do well at the plays that require height and reach. These create problems which must be solved individually, as must those created by other individual differences—mental, emotional, learning ability, adaptability and the influence of past experiences.

The coach must base his teaching upon the basic knowledge that mental effort creates habit patterns and that habits correctly formed in the early part of training will carry through, in most cases, to a finished player. Mental effort, therefore, should be stimulated, as the strategy used is frequently more fascinating than the physical aspects of the game.

The ability to anticipate a result in advance of the action is one of the major factors in playing better tennis. Most beginners will lack the ability to foresee what will happen on the other side of the net and, at first, will wait until the return has reached the net before deciding what to do to keep the ball in play. Concentration, keeping the eyes upon the ball, court tactics and rhythmic motion in covering the court will make a sound foundation for correct anticipation.

We are all born to grow physically, mentally and emotionally. This growth is gradual and, as we grow, our base of learning widens and assimilation becomes easier. How far such development proceeds rests upon the individual. In tennis, the real base is rhythmic coordination, which is made up of physical, mental and emotional characteristics. Learning to do things with rhythmic action is as natural as hunger, if the individual is started young enough. The basic strokes could be learned at the age of five, if parents were instructed in what is required. A good coach will try for a balance of inherited ability, nervous energy, will to learn and conditioning of the body by constant practice. However, because of a variance in adaptability, a tennis instructor should not expect individual differences in learning ability to be evened out through practice.

AUTHOR *directs tennis in Daytona Beach, Florida.*

The home and school and even business will be reflected in the student's attitude and interest in obtaining additional knowledge. The background of the individual presents a complex pattern of experiences and influences, likes and dislikes, interests and enthusiasms. Interests spring from unexpected sources—such as hobbies, reading and other activities which help to produce a mind favorable or unfavorable to learning.

Attractive Learning

The most common problem of teaching the game of tennis is that of making it attractive. In doing this, the most important questions to be answered are:

1. Is the student suited to the game?
2. Is the student convinced that he will improve himself both socially and physically by learning the game?
3. Is the coaching program designed to stimulate?
4. What teaching apparatus is to be used?

The processes and experiences should satisfy the interest, be pleasant and should not be met with resistance on the part of the student. Once interest is aroused, the learning process can be simple and satisfactory.

The coach also should draw upon other interests, such as baseball, swimming, golf or games that can be related to the simple underlying rhythmic muscular coordination required by the basic strokes of tennis. The instinct of personal accomplishment and the power to progress are two of the strongest interests upon which a real coach should base his approach to the job.

He should multiply the interests which are apparent to the pathway which the learner must travel. He should get his students interested in the leading players, in what they are doing, and have them study such related subjects as keeping physically fit, how to concentrate, ballet technique, the nervous system, psychology in sports.

The "fish net" racket, the self-practice set,* the clothesline practice ball,* stroke-aid* and other stroke-developing apparatus should be part of every coach's equipment for multiplying the interests of his squad.

Making Students Remember

A good coach knows that no matter how well a job is done, there is always room for improvement. Therefore, he should use all possible devices to increase the processes of remembering and decrease the habit of forgetting. Skill attained will weaken if not used and the old saying, "Practice makes perfect," is still good.

Students will recall best those things which:

1. They do most often.
2. Have a definite meaning and are made most interesting.
3. Are associated with that which was last learned.
4. Are learned most thoroughly.

Physical skill cannot be acquired without actual practice, but with proper teaching apparatus and methods which will guide or duplicate the approximate actual conditions of performance, much can be accomplished.

Here again interest must be aroused. Pure repetition is not enough. Some apparatus should be used to make the subject appealing.

Related Knowledge

In tennis, it is possible to use related interests and associations which make the learning process richer and stronger. For example, in order to obtain the rhythmic back swing, it is a good plan to start with arm and body exercises, later using the same exercises with tennis racquet in hand. From the practice swing of the arm, a vertical half-circle to the hitting position and a horizontal forward swing are developed which are finally flattened out into the orthodox forehand drive. For weight transfer, the pitching motion used in baseball is excellent.

After emphasizing the proper rhythmic action for the serve, the student should learn to juggle two tennis balls with his left hand so that the correct throw for the serve will become automatic. The proper pivot footwork and court coverage can best be learned with exercises set to music. For the very young student, it is beneficial to have him stroke to sound signals instead of voice commands. Small bells may be used on the racquet for timing practice. In the field of rhythmics, many ideas can be carried over into tennis coaching. The basic fundamentals of the ballet could be modified to get better results in teaching the game in a shorter period of time.

Going from Simple to Complete

The best way to teach tennis is to start from the simple ideas of the back swing to the more complex timing of the entire stroke. In other words, begin with a simple arm exercise from striking position to follow through; then use a back swing exercise until you have the complete movement.

Exercises which bring about an automatic rhythmic forehand or backhand drive will enable the student to concentrate upon watching the ball. In all cases, the coaching should be done with small, rather than with large, groups. However, small groups may be part of a large group for routine drills and new work.

Transferring Knowledge to Skill

In tennis, to achieve the most effective transfer of knowledge to skill, rhythmic patterns of muscular coordination should be learned exactly as they are to be performed. One of the common faults of teaching tennis is that the transfer of skill is taken too much for granted.

The prime factors which retard learning in most sports can be summarized as follows:

1. Lack of experience in similar sports or games.
2. Lack of good practice habits.
3. Prejudices against coaching.
4. Lack of ability to learn.
5. Prejudices against athletics.
6. Lack of ability to concentrate.
7. Lack of ability to understand verbal instruction.
8. Excessive fatigue.
9. Lack of fixed habits.

* Teaching apparatus developed by the author.

10. No sense of rhythm.
11. Inferiority complex.
12. No interest.

Methods and Techniques of Coaching

The most important question in meeting the problems of teaching tennis is: *What shall the student do?*—not *What should the teacher do?* A brief classification would include the "Lecture Method," "Question-Answer Method," "Demonstration Method," and what I have proposed to call the "Coaching-Exercise Method." All of these should be used in coaching adults; however, the last is especially recommended for young people. It will be presented in a subsequent issue of RECREATION.

Common Problems in Teaching Tennis

Regardless of the teaching method used, experience indicates that certain problems of learning tend to recur with considerable frequency and, therefore, must claim the immediate attention of the instructor. The following are general suggestions for dealing with these:

Problem: Lack of interest on the part of the student.

• Review the student's interests and background and stress the association of other sports.

Problem: Slow in grasping ideas—a slow learner.

• Don't rush rate of learning. Try to find interests which develop thinking. Review frequently.

Problem: A fast learner. A "natural" who learns faster than required by the normal speed of coaching.

• Speed up coverage and use this type of student for demonstration. Such students become the leaders for groups of slow learners. This will maintain their interest.

Problem: Difficulty in grasping ideas which are the basic principles of rhythmic muscular coordination. This is difficult for students who have never participated in athletics.

• Find something in the student's experience to build on constantly. Stress new ideas.

Problem: Prejudiced on being able to learn; tends to make up mind in advance.

• Convince the student that an honest conclusion always must be the result of trying hard before admitting failure.

Problem: Doesn't get the ideas behind the principles involved. Finds learning hard work and slow.

• Assign reading matter and insist upon practice exercises at home. Encourage signs of advancement.

Problem: Can't see the relationships between body action, footwork and arm action.

• Use sketches or blackboard to show coordination of muscular effort.

Problem: Overconfidence or "cocky." Tries to monopolize the coach. Knows all the answers.

• Find out the student's background and check the material being covered, to be sure it is not too elementary to hold the troublemaker's interest. Tasks that are almost impossible may be directed to the troublemaker. Special assignments may be given or an interview held after class to appeal for cooperation.

Important Points in Coaching

1. Plan each coaching period carefully and thoroughly. This should be a guide, but not so rigid that it cannot be modified if circumstances warrant. The speed in learning, not schedule, should be the controlling factor. Do not expect all students to learn at the same rate.

2. Don't talk down to your students. Don't say, "Don't do it that way." Say, "This is the way it is done."

3. Watch for obstacles to learning. They are more readily cleared up when they first appear than later.

4. Let each student participate as much as possible. Don't hold your class up for one or two slow learners.

5. Explain the reason for exactness in practice and what ultimately may be expected.

6. Keep the student informed of his progress as he goes along. This is most important.

7. Make the learning process a pleasant one, but do not lower the standard of performance. Teach positively and deliberately, not negatively and weakly. Be friendly, patient and pleasant; avoid sarcasm; praise good results. Point out the ill effects of constant errors.

8. Use all the illustrations possible to make the points clear and to develop interest. Photographs of leading players in action, drawings, sketches, lantern slides and movie films should be used in discussion groups or beginners' classes to make the tie-in to the practice sessions.

9. Vary your teaching methods to avoid monotony. The attitude of the student will usually reveal when a change of procedure is necessary. Avoid excessive fatigue.

10. Remember, there is often more than one answer to any one problem. Give credit to the students who offer new ideas or new answers. *The coach can also learn.*

11. Review the material and lessons frequently. Emphasize the main points to remember and tie them together in proper order.

12. Don't stray from the well-defined principles of teaching which should be applied in planning the instruction program. Each coach will create his own style, which will be the application of his personality and knowledge to the job of helping the student to learn and become skillful in the game.

Can the Results Be Measured?

In coaching tennis, the results usually speak for themselves. The coach who observes his pupils carefully throughout the process of instruction will see, and even feel, the results of his teaching by the way the student executes the work assigned.

Muscular coordination can be measured by a stroke-producing racquet* which, with the aid of guide charts, will measure the path of the racquet for all strokes except the service. Emotional stability can readily be measured by putting the student into competition. Written tests can be given to measure the mental advancement of the aspects, tactics and rules of the game. In general, the students who have practiced faithfully and who have shown the greatest interest will show the greatest progress.

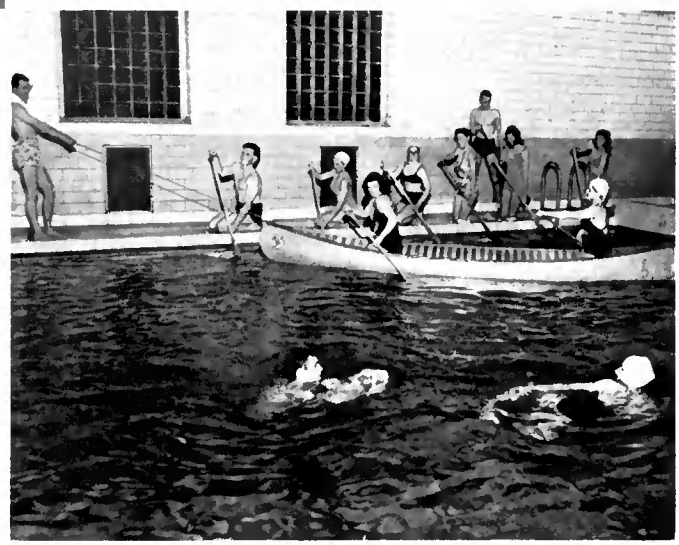
* Teaching apparatus developed by the author.

All ages enjoy canoeing in lagoons and streams only a few feet wide.

WHY MORE CANOEING?

Lillian Riddell and L. E. Fancher

Colleges use canoes in swimming pools for primary boating training.



WITH THE SUMMER SEASON upon us, most recreation programs will now be turned to the out-of-doors, with aquatics coming into the fore. Swimming programs which have lagged all winter will receive top interest and boating will again come into its own.

Boating has a natural, irresistible attraction; yet little has been done to use this great force in building body, character and skills. From early youth through maturity and into the advanced years, it can be enjoyed equally by all ages. The records show that four- and five-year-old youngsters are learning canoeing and that eighty-year-old seniors are still enjoying it. Canoeing provides a common meeting ground for father, son and daughter.

The canoe is the most adaptable of all water craft. Not only does its ease of propulsion make it a possible vehicle for both young and old, but its adaptability to most waters makes it more useful than any other craft.

Canoeing as a pleasant summer pastime or as a sport has grown without formal training and education in its proper use or in safety. But present trends indicate that, at long last, recognition is being given to the boating field and its possibilities. The sailing dink has been adopted in colleges as a means of competition for a group of students formerly neglected. Owing to weather conditions usually encountered during most of the academic year, schools have found the dink more seaworthy during a longer period of participation. The intercollegiate sailing programs are growing wherever it has been introduced.

Some colleges also have recognized the need for small boating instruction and are trying to meet it by including some small craft work in their youth counselor courses. More courses of this type are expected to follow as the demand in this field is recognized.

Colleges and other schools are adopting the canoe for primary training in proper boating because, first, it adapts itself well to use in swimming pools during the off-season period; second, it can be used in many small bodies of water not suited to other craft. In two feet of water its paddle seldom touches bottom and, in six inches, the average loaded canoe will not even scrape bottom. Channels, lagoons and streams of only a few feet in width are ideal for this sport. No expensive docks or off-shore installations are necessary, as in most other types of boating. Storage can be furnished in low-cost, dry-land buildings. Often, vacant spaces in basements or garages are only awaiting development. The canoe is launched best from the beach where there is little danger of injury to the craft or personnel.

To anyone desiring to learn the art of sailing, the canoe is most highly recommended. It surpasses all other craft

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MRS. LILLIAN RIDDELL, *a graduate of Denison University, Granville, Ohio, has a special interest in Indian lore.* MR. FANCHER *was vice commodore, Western Division, American Canoe Association, Chicago, Ill., for eight years.*

for the mastery of the elements of the sail in wind and sea. Here, again, there is great reduction in expense as the same canoe used for paddling may be quickly and easily rigged for sailing.

For a competitive sport in small waters, none surpasses regular paddling races—particularly for those who feel that they lack the proper physical attributes for other sports. Size and age of the competitors are not as important as skill and coordination. Courses from four hundred yards to one-half mile in length are all that are needed for these events. Should only two hundred yards or less be available, novelty races can be held which will offer exciting entertainment for participants as well as for spectators.

Probably the most outstanding work in the small craft educational program is now being carried on under the leadership of A. W. Cantwell of the American National Red Cross. In an effort to alleviate the shortage of capable instructors, the Red Cross gives a ten-day concentrated course annually. This is primarily for the summer camp counselor and, after two or three years' attendance, the student is far more advanced than the average summer camp program requires.

Thousands of youths are being instructed in small craft activities each year at private camps as well as at those sponsored by various youth organizations. Camp directors, hampered by the dearth of qualified counselors for these programs, have complained that waterfront programs are far too popular as compared to other camp activities. However, with classes for instructors now available, they should have less trouble obtaining suitable leaders.

Paddling the canoe offers healthful exercise to the arms, shoulders and torso. Lungs and heart receive the mildest exertion in the average cruise or can be given a very strong workout in the racing program. The sport provides an ideal conditioner for the athlete now participating in only a relatively short-period program, such as football or basketball.

Where required, exercise can be taken with the double blade canoe paddle to strengthen leg and abdominal muscles. No finer instrument for this purpose can be found and there is no more enjoyable method for reducing flabby waistlines.

Unfortunately, though, far too many canoeists do not continue the sport during the greater portion of the year. Eight- and nine-month outdoor programs on the water *are* feasible in most climates and, if year-round programs are desired, additional indoor tie-ins can be worked out, such as making and repairing all types of gear.

In Boston, Massachusetts, canoeing has been found to provide an ideal program for working with underprivileged youth. It has been developed into a year-round activity and is one of the most popular ways of combating delinquency in the city.

In Jacksonville, Florida, canoeing has been developed as a competitive program in the inter-high school field with wonderful results. Many have been encouraged to participate who would not be interested in any other kind of competition.

Chicago, Illinois, prefers the sailing dink in its youth program and has worn out the first fleet of dinks after many years of hard usage. It has been found necessary to avoid all publicity of the program in order to maintain any semblance of balance between the number of participants and the equipment available. Had this program utilized canoes, rather than the heavier craft, at least twice the number of participants could have been accommodated with a similar outlay of money and other facilities.

To the uninitiated, safety is always the object of much concern when aquatics are mentioned; yet this is the first consideration given to any water program under capable leadership. Participants are thoroughly trained in methods of water and craft safety.

It has been found that where some form of boating is introduced as a goal for those who learn minimum swimming requirements, the learn-to-swim program has been greatly accelerated. In addition, there are many safety skills applicable to the craft itself which are mastered early in the program. For the very young, such skills in the canoe can be taught in the form of games—an enjoyable means of learning self-preservation.

For more detailed information on safe handling of the canoe, the booklet "Know Your Canoeing" is exceptionally helpful. It is available from the Western Division, American Canoe Association, 8224 South Woodlawn Avenue, Chicago 19, Illinois, and is priced at fifty cents.

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Lawrence Heeb and Florence Kiefer

day camping

THE FOLLOWING RECOMMENDATIONS* cover limited phases of the problems of facilities, leadership, program and financing of day camping. They are designed to guide municipal recreation departments which contemplate starting a day camp program or may wish to evaluate an existing program.

The day camp program should hold to certain basic standards and objectives. Fundamentally, the day camp should be an experience in outdoor living—developing understandings, appreciations and skills related to the outdoors. Naturally the camp should provide an opportunity for fun and adventure, improvement in the physical and mental health of the campers and in the social values of adjustments which are the outgrowth of any group endeavor. But there also should be a development of interests and skills which will carry over into the home, the school and adult life of the camper.

One of the chief functions of day camping has been to reach children unable to afford full-term camping; hence it is customary to keep fees and charges at a minimum, limiting them to material costs, food, transportation and other necessary personal expenses.

When it is necessary to supply transportation other than the regular public buses or streetcars, that which is hired or provided should be covered by liability insurance and should be safe and as comfortable as possible.

A well-organized camp will keep records of its campers—including registration, written consent of the parents, attendance and progress, health and fees or charges paid.

Leadership

The success of a day camp depends upon an adequate staff which is well-trained, enthusiastic and believes in the values of the program. Based upon the premise that the staff should be large enough to assure adequate supervision and group planning, this committee recommends that the camper-leader ratio be twelve to one. The necessary qualifications for camp personnel include the following:

Camp Director: The director should be a mature person who has had experience in camp work that will qualify him to assist and supervise other members of the staff. He should be at least twenty-five years of age and should have a college degree or the equivalent in training.

Assistant Director: When a camp enrollment exceeds seventy-five campers, an assistant director should be employed. He should be at least nineteen years of age and his qualifications should parallel those of the director although on a slightly lower scale.

Counselors—Paid and Volunteer: It is urged that volunteers be recruited to supplement the paid staff and that their qualifications be comparable to those of the paid staff. They should enjoy working with children; be interested in the out-of-doors; be able to work cooperatively with other people; be tolerant, considerate, fairminded; have emotional maturity, good health and vitality. The counselors should be skilled in such special fields as nature, first aid, camp crafts, and so forth. They may be recruited from among teachers, teachers-in-training, college students, nursery men, horticulturists, parents and church groups.

Training the Camp Staff: There should be pre-camp and in-camp training for counselors.

Salaries: The salaries of camp personnel should be on a par with that of recreation personnel of comparable training, experience and responsibility. The agency operating the camp should assume full responsibility for meeting the costs of leadership. If financial assistance is accepted from other sources, it should be understood that there shall be no interference with policies or personnel administration.

Areas and Facilities

The day camp site that rates high in material beauty meets the first major test. The more varied the natural features, the richer are the possibilities for a program of outdoor activities which will assure the participants a real camping experience. Seclusion is also an asset as it affords freedom from distractions and creates in the campers a "we're-really-living-in-the-woods" feeling. However, it is economically desirable from the standpoint of time, energy and cost to have the camp established within reasonable accessibil-

* Report of the Committee on Day Camping at Midwest Recreation Executives Conference, Spring 1950.

ity to the homes of the campers.

Safety or sanitation hazards immediately should be eliminated. The size of the campsite should be determined in consideration of the number of campers requiring these facilities:

1. A central gathering place to be used as camp headquarters.

2. Unit-sites to be used as the unit-home or sub-headquarters.

3. A large council ring for all camp get-togethers. A smaller council ring or fireplace is desired for each unit.

Cook-out areas should be provided on the same basis. The unit cook-out site may be closely integrated with the unit council ring.

4. A clearing or open space for informal group games and folk dancing.

5. Building space or shelter to carry on activities during unfavorable weather. Toilet facilities should be available in sufficient numbers and comply with local health regulations. Drinking fountains should be conveniently located. Additional lavatories or water supply may be set up at the unit-sites or at the sites of arts and crafts activities. Storage facilities should be provided for camp supplies as well as for the personal belongings of staff and campers. Refrigeration might be provided for the milk supply.

6. Adequate and sanitary provisions for disposal of garbage and refuse.

7. A waterfront is a desirable, but not an essential, feature. Adequate attention should be given to safety and cleanliness.

Although the campers should be trained to keep their campsite in good order, this phase of camp operation only can be done effectively with a labor force competent enough, and paid, to do the job.

Program

In order to achieve the general objectives of camping, there should be an opportunity for campers to participate and gain skills in such activities as swimming, boating, canoeing, fishing, camp crafts, nature crafts, outdoor cooking, camp gardening, trailing, weather forecasting, nature expeditions and many others.

Supplementing these basic outdoor activities there should be storytelling, singing, folk-dancing and pageantry. To motivate more interest, the adoption of a camp theme—such as living on a western ranch or in an Indian village—has proved a successful approach. This practice brings about integration of the various activities and helps to unify the interests of the campers. A program of this kind is of value as long as the interest of the campers is vital, not forced.

Essentially, the camp program should provide:

1. Opportunities for individual activities.

2. Activities in units or groups.

3. Activities for the entire camp.

Adequate provisions should be made for rest or "free" periods.

Among the typical equipment needs of the day camp are table and bench combinations, a bulletin board, books and magazines for a "reading corner," tools and materials for crafts, waterfront equipment, outdoor cooking and eating equipment, hand-washing, dish-washing and other sanitary essentials, a first-aid kit, storage cabinets and the American flag.

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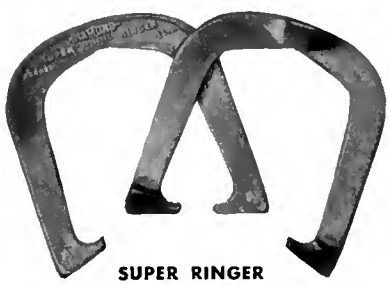

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Robert Montgomery

Robert Montgomery Heads New Drama Committee

ROBERT MONTGOMERY, noted screen and radio star, has accepted the national chairmanship of the newly-formed Drama Advisory Committee of the National Recreation Association. Mrs. Roy S. Durstine, social and civic leader of New York, is fund chairman.

Among those serving on the committee or who have agreed to work on the campaign to increase support for the drama service of the association are:

Richard Aldrich; Sidney Blackmer, actor; Miss Helen Bonfils, actress and producer; Gilmor Brown of the Pasadena Playhouse; Mrs. Howard Braucher; Mrs. Albert W. Butt, Jr.; Miss Bette Butterworth of Children's World Theatre; Mrs. Piercy Chestney; Miss Sylvia Coe; Dr. Anne Cooke, Howard University; Bing Crosby; Charles E. Denney, Jr.; Mrs. Louis R. Dooley; John T. Elliott; James Drummond Erskine, III; George Freedley, Drama Curator, New York Public Library; Robert E. Gard, Director, Wisconsin Idea Theatre; Mrs. Archibald T. Gardiner; Carl Glick, author; Miss Joan Field of the Duxbury Playhouse; Aileen Ewart Hargreaves; Paul Green; Miss Jacqueline Goodwin; Miss Fay Hancock; Leonard C. Hanna, Jr.; Charles B. Hester; Edgar L. Kloten, director of the Fordham University Theatre; T. Newman Lawler; John Lester; Ann Harrigan Lester; Mrs. Samuel Mardegian; Percy MacKaye, author and dramatist; Kenneth Madgowan, Chairman, Department of Theatre Arts, University of California, Los Angeles; Carroll McComas; Frederic McConnell, director of Cleveland Play House; Monte Meacham, Children's World Theatre; William Miles, director of Berkshire Playhouse, Stockbridge, Massachusetts; W. Bedford Moore; Mrs. Guida Pantaleoni, Jr.; Robert Porterfield, The Barter Theatre; Daniel L. Quirk, Jr.; Miss Maida Reade, vice-president of the Twelfth Night Club; Samuel Selden, The Carolina Playmakers; Miss Cornelia Otis Skinner; Miss Cate Thomas, Portland, Maine, Children's Theatre; Mrs. Clayton E. Wheat, Jr.; Clinton E. Wilder, Jr., producer; Miss Sue Ann Wilson, drama lecturer and educator; Mrs. Christopher Wyatt of *Catholic World*.

To foster and develop interest in the drama as an integral part of the recreation movement of the country, the National Recreation Association outlines the following purposes of the national committee:

1. To aid dramatics throughout the nation on a broad basis by helping organizations of all kinds in developing their own drama programs.

2. To stimulate interest in the drama and stage.

3. To obtain advice and consultation from skilled, trained experts in the professional theatre—from producers, dramatists, directors, actors, actresses and technicians—and to disseminate this information and material through nonprofit bulletins, articles, pamphlets and correspondence.

4. To broaden the existing program and work of the association in the drama field.

5. To obtain financial backing from patrons of the theatre and from top people in the theatrical world.

Future Plans

Future plans call for:

1. Extension of the drama consultation services of the association, including the extension of present drama, library and research services.

2. Extension of drama bulletin and publishing services.

3. Employment of a full-time headquarters drama consultant.

4. Employment of a full-time drama specialist—in addition to our present part-time drama specialist—to work exclusively on the drama while traveling throughout the country to various groups.

Mrs. Roy S. Durstine

Mr. Montgomery recently stated:

"The association is making a nationwide effort to encourage drama, particularly among young people. Through this work, a greater sense of democracy and patriotism and a more vital interest in the dramatic arts can be created."

On March 14, 1951, Robert Montgomery held the first meeting of the association's drama committee in the board room of the National Broadcasting Company, 30 Rockefeller Plaza, New York City. The meeting was well-attended and there was a fine spirit of enthusiasm for the work. It was decided by the committee that the immediate task ahead was to secure the necessary funds to expand the drama services of the association.

The chairman stressed the need for additional workers to raise money and appealed for more funds to aid this effort. The campaign is now in progress. All who are interested may send their contributions to Mr. Robert Montgomery, 30 Rockefeller Plaza, New York City 20.

Above: Private Johnny Green; President Truman; Major William F. H. Santelmann; Thomas E. Rivers; and Otto T. Mallery.

Below: Private Johnny Green, U. S. Army; Paul J. Carino, U. S. Navy; Thomas E. Rivers; Major William F. H. Santelmann; Otto Harbach; Mrs. Robert Woods Bliss; Judge Justin A. Miller; Webster Janssen; President of the U. S. Harry Truman.

The President Receives a Piano

As we go to press, a colorful event marking the twenty-eighth celebration of National Music Week—May 6 to 13—has just become nationwide news, via television, press, radio and newsreels. At a special ceremony at the White House, on May 9, President Truman received a brand-new gift piano, and delightedly rendered a few selections on the new instrument. It was presented to him by members of the National Music Week Committee, its manufacture having been a joint project of the members of the Piano Manufacturers Association—as their contribution to the promotion of interest in music in this country. Materials for its construction were collected from many of the U.N. nations.

Music Week is sponsored and directed by the National Recreation Association, and Thomas E. Rivers, assistant executive director of the association, planned and carried through this project. The formal presentation was fittingly made by Otto T. Mallery of Philadelphia, chairman of the NRA Board. Music, in both civilian life and the armed forces, received emphasis; and the President seemed to enjoy the celebration thoroughly.

Among those present, representing the organizations comprising the Music Week Committee, were Otto Harbach, president of the American Society of Composers, Authors and Publishers; Webster Janssen, president of the Piano Manufacturers Association of America; Justin Miller, president of the National Association of Broadcasters; Mrs. R. W. Bliss, Washington sponsor of the National Recreation Association; Richard H. Bales, conductor of the National Gallery Orchestra; Paul Calloway, director of the National Cathedral Choir; Mrs. Walter Bruce Howe, well-known composer; Howard Mitchell, conductor of the National Symphony Orchestra; Mrs. Duncan Phillips, of the well-known Phillips Gallery; Major William Santelmann and eighteen representatives of various branches of the armed forces.

Mr. Mallery's Address

Mr. President, Representatives of the Defense Forces, Sponsors of Music Week, and Friends of Music: It is good for us to be here at the White House to emphasize the essential place of music in American life.

Mr. President, you, as an old friend of the National Recreation Association, know how for over forty-five years the association, a sponsor of Music Week, has helped to provide music and drama, arts and crafts, sports, play, recreation and leisure time opportunities for all people.

The free peoples of the world are uniting to defend their basic freedoms and cherished cultures. As in every time of trouble they now turn to music as a harmonizer of the spirit, as a consolation, as an inspiration, and as an expression of fortitude. This Music Week seeks to dramatize by inviting everyone to share more than ever in making and enjoying music as an anchor of the mind, as an energizer, and as a source of relaxation and tranquility. This applies not only in the White House but in all the little houses of many colors, on the playground, in the church and school, in the hospital, in the armed forces,

and on the air. You will emphasize this truth by accepting this composite piano, emblematic of the cooperation in Music Week of thousands of members of social, civic, patriotic and business groups as well as of officials of local and state governments.

Mr. President, its presentation to you is particularly appropriate because you are the first president to be an accomplished pianist. Although many presidents have been lovers and patrons of music, you are one of only four presidents who were skilled musicians.

Jefferson said, "Music is the favorite pastime of my soul." On his Cremona violin he used to play duets with Patrick Henry. President Harding played many band instruments and as a young man led his own band, hiring it out for both Republican and Democratic rallies—an early form of non-partisanship which did not last! President Wilson sang second tenor in the Princeton Glee Club and achieved a thrilling effect on the high note at the end of the *Star Spangled Banner.* In the midst of war he said, "A man who disparages music as a luxury and a non-essential is doing the nation an injury. Music now, more than ever before, is a national need."

Because we know you, Mr. President, share President Wilson's conviction, Mr. Harbach, Mr. Janssen and I have been given the privilege of presenting to you this piano. We hope that it will be the means of providing relaxation and recreation for you as you carry the heavy burdens of your great office. May this piano in your hands be an instrument of the harmony and a symbol of the concord you are seeking for the American people.

Mr. Truman's Remarks . . .

I appreciate most highly your thoughtfulness in presenting me with this wonderful piano, as the culmination of the celebration of National Music Week. . . . I have always been very, very fond of music. Since I was twelve or thirteen years old, I have heard all the great pianists . . . and I have heard all the great singers from that time until now.

I had a smattering of piano education from the time I was about seven until I was fourteen or fifteen or sixteen and decided that I would have to go to work and earn a living. There are some people in the country who think maybe the country would have been better off if I had gone ahead and become a professional musician. I can't say that I agree with them. I am prejudiced, however.

I have heard Paderewski; in fact he gave me a lesson on how to play his *Minuet* (in G) once, and I have heard De Pachmann, and Joseph Lhévinne, who I think was the greatest of them all.

I have heard De Pachmann play the famous Mozart *Sonata,* the Ninth, which he always played, and I have heard the the great Myra Hess and Augusta Cotlow, and also these modern ones—Iturbi and Rubinstein—I wasn't old enough to hear the first Rubinstein—and nearly all the modern pianists. . . .

I am still very much interested in music and what it does for people. My daughter has some interest in music. My wife, too. . . My sister has. My mother was very fond of music and my father used to sing in the church choir. So I come by my love of music honestly.

. . . I am very fond of light opera, and some of the parts of heavy opera. I can't say that I can go to a "high hat" opera for social purposes and enjoy it all. But there is usually one aria or one song in nearly every great opera that is worth listening to. . . .

I am very fond of Gilbert and Sullivan. There used to be a musical show when I was a young man called *The Girl from Utah*—with Julia Sanderson, Donald Brian and Joseph Cawthorne . . . and there were Fay Templeton and Emma Trentini in *The Firefly;* those were all great, great shows.

(The composer of *The Firefly,* Otto Harbach, was present at this ceremony, which fact was brought to the President's attention.)

The Merry Widow and other light operas came along about that time. . . . Now they are to some extent coming back. We can get them all on records, of course, and I have several of all those old musical shows and a great many records of the great pianists of the past, playing those wonderful things of Mendelssohn and Beethoven, Mozart and Bach and Chopin.

I hope I will always have an appreciation of music, and that you will continue what you are doing to educate our people to love good music.

Whenever we have a banquet here, this gentleman (Santelmann) usually plays . . . and I think everybody present enjoys it and that it contributes to the musical education of a great many. . . .

I want to thank you all for the courtesy which you have shown me. I appreciate it.

Have You a Vacation Story?

If you are planning, as a summer vacation for yourself or your family, a trip to—or through—any state or national parks, wouldn't you like to write it up for RECREATION magazine upon your return? At that time you will be full of things to tell about and will want to pass on to others what you have learned about its possibilities as a vacation spot. Why not jot these down while your enthusiasm still runs high and details are fresh in your mind?

We will welcome stories of your experiences because our next summer issue, if plans materialize, will carry such material. We want good stories on how to plan a rewarding and reasonably-priced holiday, suggesting a variety of possibilities, vacations that are different. We want accounts of this year's experiences, whether they be hiking, bicycling, camping, canoeing, boating, motoring or trailer trips, including information on where to go, what to see, where to stay, good places to eat, prices and so on. Will you have something to contribute?

RHYMES

WITH A REASON

Taylor Dodson

YOUNG CHILDREN LIKE to repeat simple verses that have an easy rhythm and repeated sounds. That is one of the reasons they love to count out in determining who will be "it." There is a certain suspense that makes this counting out process almost as interesting as the game that follows.

The writer cannot take credit for originality as far as any of the jingles used here are concerned. Some of these may be found in most books on games of low organization: others have not been seen in print by this writer.

Counting Out Jingles

Enie, meanie, minie, moe; catch a rabbit by his toe;
If he hollers, let him go; enie, meanie, minie, moe.

Ackie, backie, soda crackie; ackie, backie, boo:
Any man who chews tobacco, chews a dirty chew.

Engine, engine, number nine, running on the Seaboard Line;
How she glistens, how she shines, engine, engine, number nine.

Monkey, monkey, can you hear? How many monkeys have we here?
O-U-T out goes you; old funny monkey you.

Ainie, mainie, mona, mike; bassalona, bona, strike;
Hare, ware, frown, hack; halico, balico, wee, wo, whack!

Little fishes in a brook; Father caught them with a hook.
Mother fried them in a pan; Father ate them like a man.

One and two and three, four, five; hopping rabbit much alive;
Hunter sees him, piff, puff, pooh; rabbit finished, that is you!

One potato, two potato, three potato, four;
Five potato, six potato, seven potato, more;
Eight potato, nine potato, out goes you;
Number ten potato you.

One, two, three, four, five, six, seven;
All good children go to heaven.
When they get there, they will say
You are it, so go that way.

Children in Southern Indiana and in North Carolina like to jump rope and to recite jingles. What's more, they like to do them both at the same time. The following were learned from grade school boys and girls as they chanted them while jumping. These may be old stuff to most of you, but they do offer a novel means of adding interest to the very good developmental activity of rope jumping.

The rhymes and their accompanying antics are reasonably self-explanatory, but it might be well to say that a miss at any time means that a new jumper comes in and the rhyme is started anew. Try the following verses with your own youngsters and see how they like them.

Rope-Skipping Jingles

Teddy Bear	*Action*
Teddy Bear, Teddy Bear, turn around.	Turn as you jump.
Teddy Bear, Teddy Bear, touch the ground.	Reach down with hand to ground.
Teddy Bear, Teddy Bear, show your shoe.	Kick heels up to show shoe bottom.
Teddy Bear, Teddy Bear, better skidoo.	Shake head, "No."
Teddy Bear, Teddy Bear, go upstairs.	Jump high.
Teddy Bear, Teddy Bear, say your prayers.	Fold hands and bow head.
Teddy Bear, Teddy Bear, turn out the light.	Reach up and turn out light.
Teddy Bear, Teddy Bear, say goodnight.	Nod head in goodnight.
Teddy Bear, Teddy Bear, comb your hair.	Make motion of combing hair.
Teddy Bear, Teddy Bear, get out of there.	Shake head, "No."
Teddy Bear, Teddy Bear, sit on a pin.	Squat between jumps.
How many inches did it go in?	Count until a miss.

TAYLOR DODSON *is adviser, physical education and health, Public Instruction Department, Raleigh, North Carolina.*

Bow-Legged Dutchman	*Action*
A bow-legged Dutchman	Jump with bow legs.
Walking down the street,	Jump with running steps.
A bow-legged Dutchman	
Won't you have a seat?	Squat between jumps.
A bow-legged Dutchman	
Takes a bite of bun,	Imitate biting the bun.
A bow-legged Dutchman	
You'd better run.	Run out on this line and new jumper runs in.

I Like Jelly	*Action*
I like jelly, I like jam.	
What are the initials of my old man?	
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Jumper stops when there is a miss or continues to Z if there is no miss.

Johnny Broke the Milk Bottle	*Action*
Over the mountains, over the sea,	
Johnny broke the milk bottle and blamed it on me.	
I told Ma, and Ma told Pa.	
Johnny got a whipping, so ha, ha, ha.	
How many whippings did Johnny get?	
	Count until there is a miss.

Fudge, Fudge	*Action*
Fudge, Fudge, tell the Judge;	
Mama's got a new-born baby.	
It isn't a girl; it isn't a boy; just an ordinary baby.	
Wrap it up in tissue paper; send it down the elevator.	
First floor, skip; second floor, skip; third floor, skip; fourth floor, skip; fifth floor, skip; sixth floor, kick out the elevator door.	On word skip, jump on one foot. Jumper runs out and new one runs in on this line.

Other rope-skipping chants that are not exactly rhymes, but which have been overheard while working with elementary school boys and girls, may be said to tell the fortune of the jumper. Two people turn and chant while a third jumps the rope. Several questions are asked relative to boy or girl friends which can be answered by "Yes" or "No." If the jumper misses on "No," that is his answer. If the miss is on "Yes," that is the answer.

The following are typical questions: Does he love her? Is he handsome? Does he have a car? Will she get married? Will she have children? What will the first one be? The answer to this question is "Boy" or "Girl," instead of the customary "Yes" or "No." Another favorite question is "What kind of a car does he have?" The answers run through the well-known makes of automobiles and start over until there is a miss. The final question is "How many children will she have?" The rope turners then count until the jumper misses.

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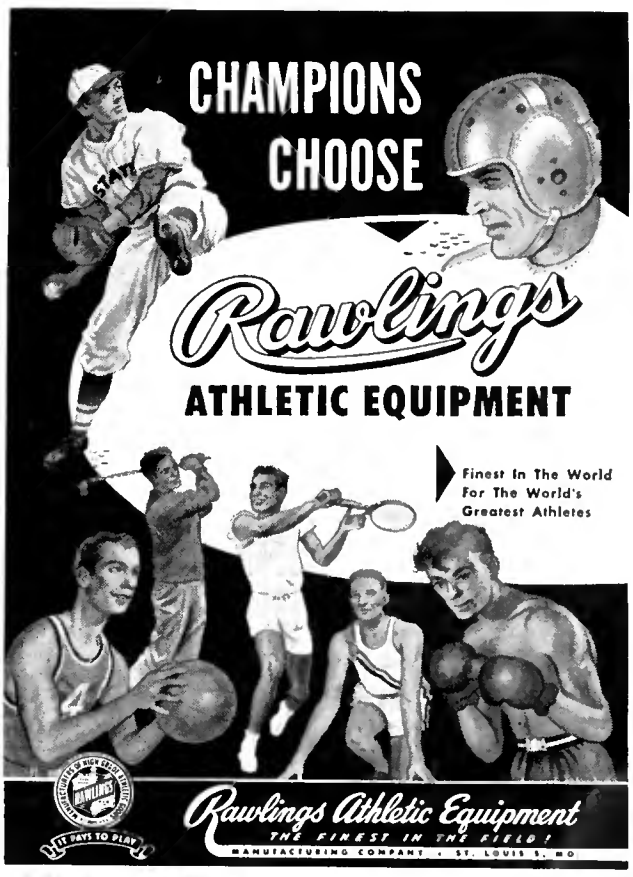


Eidola Jean Bourgaize

More fun in the water*

Fun for the Landlubber

Water games are good, rousing fun and can help those who have not yet learned to swim to forget fear or timidity in the water. Among the games for landlubbers, many who have been swimming for years will find several to suit their tastes.

Chinese Chickens

Equipment: Twelve beach objects—shells, seaweed, bathing slippers and caps, small stones.

Number of players: Two to six.

This game is for the true landlubber because players don't go into the water. The beach objects (chickens) are laid out about a foot and a half apart, with parallel lines drawn on either side of them like this:

. . . . . .

Each player in turn hops over the "chickens" on one foot, always staying in the path between the lines. After hopping over the last object, a player turns around (still on one foot), picks up that object (to make the game harder, players might be required to pick up the objects with their feet instead of with their hands), and hops back to the starting point. Without putting the other foot down, the player immediately drops the first chicken, turns and hops over the objects to pick up chicken number eleven. This continues until the player steps out of the path, fails to pick up a chicken, has to use two hands to get up or hops more than once between two chickens.

When a player has finished his turn, he replaces the chickens for the next player. The one who gathers the most chickens is the winner. Or, if the hoppers' legs aren't too wobbly, the game can continue until one person gets all the chickens.

Beware the Shark

Number of players: Five to twenty.

One player is chosen as the "shark," and he takes his place in shoulder-deep water. Hand in hand, the rest of the players walk toward the shark, who submerges when they get within several feet of him. Suddenly he jumps up and, when his head breaks water, the players break their line and run for shore or the end of the pool. All players captured by the shark before they reach safety become sharks and help with the capturing the next time. The last player to be caught is the winner; he automatically becomes the first shark of the new game.

Human Quoits

Equipment: A rubber ring or rope ring.

Number of players: Two or more.

One player submerges but holds one hand up in the air. The other players try to ring the upraised hand, using the rubber or rope quoit. A successful attempt counts one point.

Circle Games

Water Dodgeball

Equipment: A large rubber ball.

Number of players: Two teams of five players or more each.

Team One forms a large circle around Team Two. The large rubber ball is given to Team One players who try to hit members of Team Two with the ball. The latter may duck, dive, dodge or stay under water to keep from getting hit, but they must stay inside the circle. When a player is hit, he joins Team One in trying to get the others out. When all members of Team Two have been eliminated, the players change places so that Team Two forms the circle, with Team One inside.

Fish Scramble

Number of players: Ten or more.

The players are grouped in two's or three's and given the names of fishes—so that there will be two or three trouts, two or three perches and so on. The players then mix themselves up and form a circle. "It" is in the center; when he calls "Trouts swim," the players who are trouts must exchange places. During this exchange, "It" tries to secure one of the vacated stations. If he succeeds, the player without a place becomes the new "It." Whenever a player becomes "It," he must surrender his name (trout, whale, or whatever) to the player whose place he takes in the center of the circle.

Drop the Bait

Equipment: One smooth stone.

Number of players: Six or more.

The landlubbers call it "Drop the Handkerchief," and the rules are just slightly changed for the water funsters. "It" must either make a big splash or tap his victim on the back when he drops the "bait." With these rules, ducking down to pick up the bait gives "It" enough head start.

Two Fishermen

Number of players: Ten or more.

Two "fishermen" and one "fish" are chosen. The players form a circle about the fish, leaving the two fishermen on the outside. The two fishermen try to catch the fish, but the players in the circle are on the fish's side and may do anything to hinder the efforts of the fishermen as long as they continue to hold hands.

A simpler version is to have one

* Games excerpted from *More Fun in the Water*, by Eidola Jean Bourgaize, Association Press, New York. $2.00.

The children who are "fish" in the game, "Beware the Shark," must run for it or suffer penalties. Water games mean much splashing, plenty of exercise and great fun.

fisherman and one fish, with the players in the circle perfectly neutral. In this game, the fisherman may cut across the circle only if the fish does so.

When the fish is caught, two or three other players are chosen for the next round.

Splash Ball

Equipment: A large rubber ball.

Number of players: Five or more.

Players sit or kneel in a circle in shallow water. The ball is placed in the center. By splashing the ball with their hands, the players try to push the ball to others in the circle. As soon as a player touches the ball, he must leave the circle. A player cannot push the ball with his hand since touching the ball would disqualify him.

Fun for the Novice

For these games, played in shallow water, players must be able to duck under the water without hesitation, float on their backs and stomachs and swim a little.

Still Pond

Number of players: Four or more.

All players line up either on one side of the pool or in shoulder-deep water. The leader places himself where all swimmers can see him. When the leader calls "Moving waters," players float on their backs and kick to the opposite side or toward shallow water, always keeping their eyes upon the leader. When the leader calls "Still pond," all swimmers stop kicking and float on their backs as motionlessly as possible. Swimmers caught moving must return to the starting line. The first swimmer to reach the goal is the leader for the next game.

Davy Jones

Equipment: One five-to-ten-pound weight.

Number of players: One or more.

The weight is "Davy Jones" and is thrown into water of at least waist depth. The player who recovers it gets to throw it in the next time. To make this game more fun, Davy Jones can be placed while the players' backs are turned so that they have to search for it.

Battle of the Kickers

Equipment: One kick board.

Number of players: Two.

The kick board is placed in the center of the pool, with one contestant at each end of the board. At a signal, the players kick as hard as they can to force their opponents backwards toward the side of the pool. The swimmers may use the frog kick, flutter kick, scissor kick or a combination.

Whale Says

Number of players: Four or more.

This is similar to "Simon Says." Any order the leader gives by prefacing it with "Whale says" is immediately obeyed. If the leader does not say "Whale says" before the order, players should not obey.

For instance, "Whale says, duck" would be an order which all should obey. "Float on back" or "Shark says, right foot up" would not be obeyed, and any player who is caught napping and does the stunt becomes the leader. To confuse the players, the leader does, or starts to do, all the actions whether prefaced by "Whale says" or not.

Kingfish's Story

Number of players: Six to ten.

The players stand in a circle. One player begins by saying, "We saw the kingfish. He was winking his eye." Everyone in the circle then winks his eye and continues to wink it throughout the game. The second player says, "We saw the kingfish; he was winking his eye and hopping on his right foot," whereupon everyone hops on his right foot. With each player, an additional grimace, posture or motion is assumed and kept to the end. Here are a few suggestions: wave goodbye, brush the teeth, nod the head, bend over at the waist. The final one should be: "We saw the kingfish; he was winking his eye, hopping on his right foot and so on and taking his right foot off the bottom." All players go into a log float. The game is over.

Water Spud

Equipment: One rubber ball.

Number of players: Five or more.

The starter throws the ball high into the air and calls out the name of a player. That player recovers the ball while all others scatter about the pool. From then on he tries to hit one of the other players with the ball. A player must stay in the same spot, but he may duck under to keep from being hit. The person who is hit picks up the ball and tries to hit someone else. If the ball goes wild, the thrower gets one spud counted against him. When a player gets three spuds against him, he must stand up, hands at sides and let all the players give him a good friendly splashing.

Forest Gustafson

WE MADE A DEAL

WE MADE A DEAL in Belleville, Illinois, and proved that our city didn't need to own a pool to have a swimming program. There were two privately-owned swimming pools in our town, neither of which had functioned for years, and our alert citizens were aware that, for lack of opportunity, a discouraging number of children were growing up without knowing how to swim.

It was a fact that concerned the newly-founded recreation department. We were casting about for a solution when we received the timely news that one large, centrally located pool was to be reconditioned and opened. This gave us our opportunity. The owner was approached with the suggestion that if he would allow the use of his pool and reduce rates to fifteen cents per person during the mornings three days a week, the recreation department would provide instruction. It was expected that such an agreement would be mutually beneficial and so it proved.

There were four hundred who registered at the gate that first morning. Such a swarm of expectant children was thrilling and rewarding. The huge pool (actually a shallow pool—150′ x 40′ and a deep pool—127′ x 60′) could meet the demand, but it was a challenge to the staff to provide adequate instruction. It meant that a new approach was needed. After considerable planning, the following workable system was developed.

Children were separated, according to their own convenience, into two groups—one meeting at the period from nine to ten a.m. and the other taking instruction from eleven a.m. until noon. The hour between periods, used for recreation and practice for both groups, proved highly valuable.

Instruction was set up on what we enjoyed calling an "assembly line" basis. The boys and girls were divided into six ability groups. At first, most of them worked in the shallow pool, where only a few skills were taught in each class. But each of the instructors was aware that individuals must be promoted to the next class at the earliest possible moment in order to relieve the oversized classes in the beginners' area, to encourage the swimmers and to maintain the progress of the group.

When a person could swim forty feet in any fashion, he was allowed to join a group in deep water. At this delicate transitional stage, when confidence must be acquired, each swimmer was given individual attention and an opportunity to work on the Red Cross beginner's test under the supervision of a water safety instructor.

The other deep water classes, for intermediate and advanced swimmers and for junior lifesaving members of these groups, were encouraged to continue indefinitely in order to become as skilled as possible, particularly from the standpoint of safety.

We found that not every child can learn rapidly in a large class; some prefer individual instruction and provision had to be made for them. As a result, special afternoon classes, to be held during regular swimming hours, were organized. These were limited to less than ten members and only one class was in session at a time. No extra charge was made.

In this manner, the scope of the program was extended. When mothers asked for instruction, a class was organized to meet in the morning at the same time as their children's classes. Business girls were included, with a group for them meeting in the evening. At the end of the summer, we had given 4,953 lessons.

The second year the method of instruction remained the same, but the over-all picture was somewhat changed, because we rented the pool for the season at a fee of forty-five hundred dollars, and to us fell the whole task of operating the pool, as well as giving instruction.

Because the rental figure meant an undue burden upon the recreation budget, it was the belief of the board that revenue from the pools should pay for its operation. Therefore, we decided upon a twenty-five cents charge for children and forty cents for adults on weekdays, with fifty cents for adults on Sundays and holidays. The morning instruction fee of fifteen cents was retained. Some complete free lessons were given and rates were arranged for special groups. It was found that these prices met the requirements of service to the community without a drain on the tax monies.

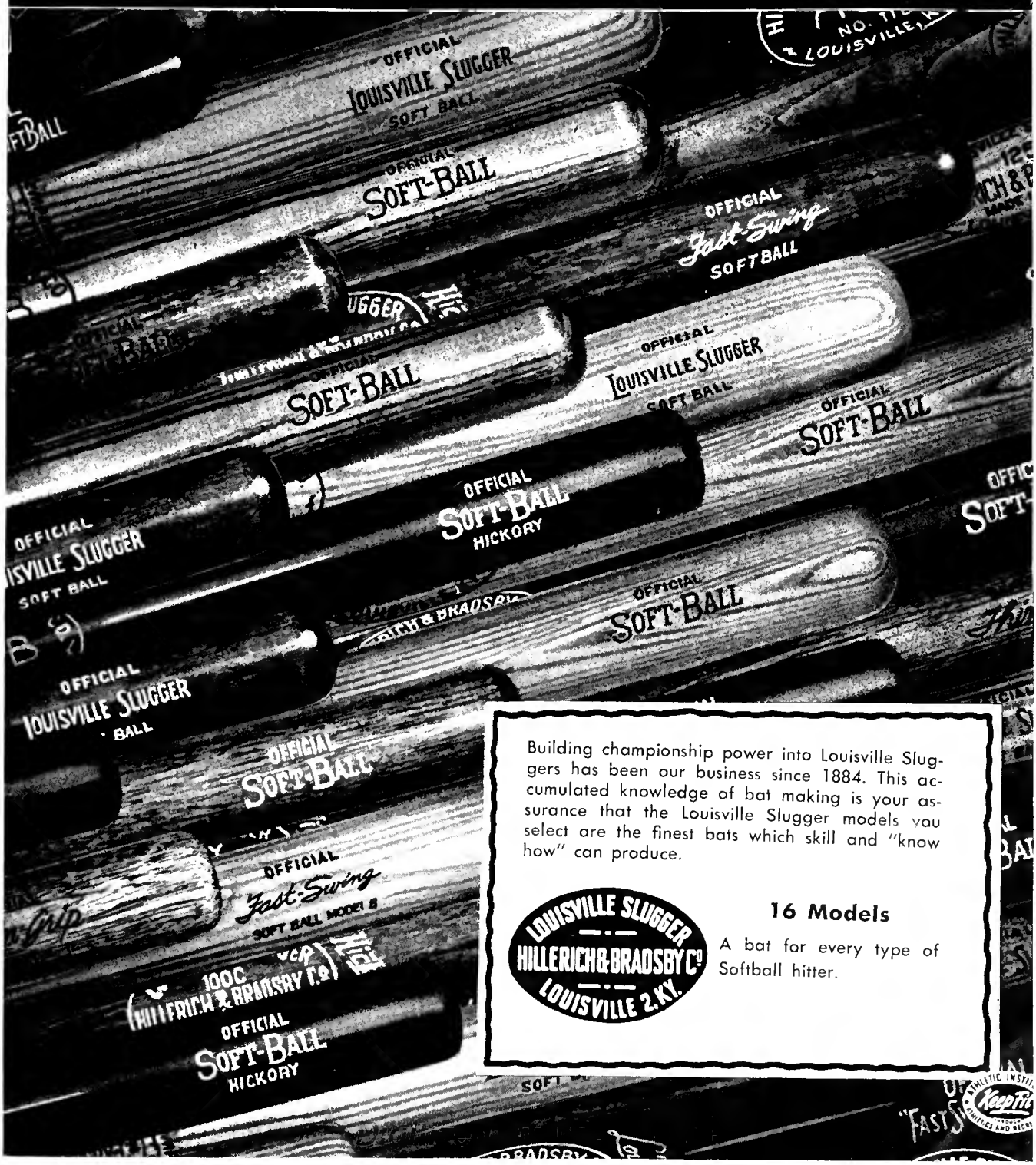
The complete cost of the second year's program was $15,300; the income, $15,500. That summer 5,522 lessons were given and 37,097 swims were enjoyed.

The pool has been in the black throughout our four years of operation; and in 1950, the Playground and Recreation Board entered a contract with its owner whereby we will pay a rental fee of $4,012.50 a year for twenty years. We may break the contract at any time.

Formerly recreation superintendent in Belleville, Illinois, MR. FOREST GUSTAFSON *now holds the same position in Detroit. Mr. Roy Leilich has replaced him in Belleville.*

LOUISVILLE SLUGGER BATS

FIRST IN SOFTBALL AS IN BASEBALL



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16 Models

A bat for every type of Softball hitter.

In Memoriam

John B. Maloney

Sacramento, California, reports the passing of John B. Maloney, superintendent of the recreation department, veteran of World Wars I and II and a Brigadier General in the California National Guard. Mr. Maloney had directed the affairs of the city recreation department from 1932 until 1940, when he was called to active military duty. He resumed this position after the war.

The eighteen-hole championship golf course under construction south of the Sacramento airport has been named the Bing Maloney Golf Course in his honor.

P. J. Hoffmaster

P. J. Hoffmaster, director of Michigan's Conservation Department, died suddenly on March 19 in his office in Lansing. He had been director since 1934 and had served with the department for twenty-eight years since his appointment as superintendent of state parks in 1922.

Julian W. Smith, who worked closely with Mr. Hoffmaster in recent years as chief of health, physical education, recreation, school camping and outdoor education in the Department of Public Instruction, writes:

"Mr. Hoffmaster was responsible for the development of the great systems of parks and recreation that Michigan now has. . . . His aim was to cooperate with education in such a way that every boy and girl in the state of Michigan could have at least a week or more of camping experience. He had set as a goal for this achievement the year 1960.

"Mr. Hoffmaster was a champion of cooperation and teamwork in state government. He exemplified this by being one of the original sponsors and chairmen of the Michigan Inter-Agency Council for Recreation. . . .

"Every state park, recreation area and game preserve will be a living monument to him."

Dr. Putnam Helps Build A Better America

A few months ago, Dr. Helen C. Putnam died at the age of ninety-three. She was an example of the rare spirits who have helped to build up and carry on the work of the National Recreation Association through generous and steady contributions.

In 1907 Dr. Putnam became actively interested in helping to develop a local playground and recreation program in Providence, Rhode Island. In connection with this, she learned of the services of the NRA and became a nominal contributor. In 1938, Lebert Weir, who was at that time helping with the finance problems of the association in New England, called on Dr. Putnam, reviewed all of the developments that had taken place in recreation since her early interest in 1907 and outlined the various services of the association and their importance to the whole recreation movement.

At that time, Dr. Putnam, still vigorous and keenly alert to human needs, although eighty years of age, offered to give one thousand dollars to the NRA and stated that she would continue to do so each year for as long as she lived.

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count their collection of sticks. Reward stickers for the nosegays.

Balloon Ball: Inflate a balloon and use it to play a mock game of volleyball. Team One plays Team Two; then Team Three plays Team Four. The two winning teams play for the championship. If you wish a faster game, put cotton or strips of heavy cloth in the balloon to give it a little weight. Use a rope for a net. Again, give flower stickers to the captains, according to each team's scores.

Garden Hats: Give each captain paper and pins and scissors. Each team selects a model. The captain appoints two contestants to create a hat for the model. Place on a table crepe paper of several pastel colors—also lacy paper doilies. The models wear the hats and judges present the flower stickers.

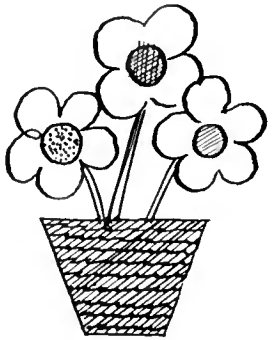
Musical Garden Quiz: Dress bright cellophane-covered lollipops to resemble flowers and later use as prizes. Cut three pastel-shade petals and one green one. Put the petals on the lollipop stick and add a small, lacy white doily and fasten with floral wire. Tie these blossom-like lollipops on a plastic tree or place them on foil-covered cardboard which is cut in the shape of a tree.

A pianist can play the following songs to suggest things often found in a garden. The player who guesses the selection first receives a blossom from the tree.

Little White Gardenia	Sweet Little Buttercup
Mexicali Rose	Old Oaken Bucket
The One Rose	Poor Butterfly
Love Sends a Little Gift of Roses	Red. Red Robin
Roses of Picardy	Trees
Rain	Tip-toe Through the Tulips
My Sunshine	Blue Skies
Four-leaf Clover	Dear Hearts and Gentle People

Refreshments

Make corsages to be used as favors. Wrap the stems in waxed paper. Buy Dixie ice cream cups and place each cup in a small-sized clay flower pot. Place the stems in the ice cream and cover the top of the flower pot with bits of sweet chocolate shaved to powder to resemble soil. Attractively-decorated cupcakes and a favorite beverage will complete the refreshments. Don't forget pretty, flowered napkins for an extra dash of color.

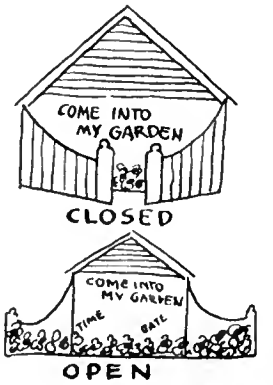


(Fold Back)

Recipes for Fun

GARDEN PARTY*

Invitation



Cut the invitation out of green construction paper and a duplicate out of white construction paper. Paste them together, green on top. Fold fence forward. Buy flower stickers and paste on for the flower garden or draw the flowers and color them with crayons or paints.

Decorations

If at all possible, arrange a garden gate and picket fence as the entrance into the party room. Decorate the gate and fence with real or imitation ivy and flowers. Collect as many potted plants as you can and place them where they will be seen, but not in the way of party activities. In front of and at the back of the stage, in corners or on window sills are advantageous places.

Pre-Program Activities

Catalog Cut-Outs: Cut pictures of flowers from a catalog. As the guests arrive, pin a picture of a flower on each one's back and have each guest try to guess the name of his flower by asking questions. Reward the first five who guess correctly with a boutonniere.

Dancing on the Green: Rosa, Let Us Be Dancing[1] (Folk Dance, Flemish).

Formation: Couples form in a large single circle, all facing in, with hands joined.

Action: Slide left eight slides to words, "Rosa, let us be dancing, dancing."

Slide right six slides to words, "Rosa, let us be dancing, O Rosa—"

Face partner, men facing counter-clockwise, ladies clockwise. Honor partner (man bows slightly, lady curtseys) on word, "sweet."

Give partner right hand, and do a grand right and left to words, "Rosa with her hat of flowers has little wealth but happy hours and dances—"

---

*By Mrs. Ruth Ehlers, social recreation specialist, a member of the leadership training staff of the National Recreation Association.

[1] *Musical Mixers and Simple Square Dances*, page 15, National Recreation Association. Fifty cents.

Honor new partner on word, "sweetly."

Join both hands with new partner, men with backs to center of circle, and slide counter-clockwise around large circle to words, "Rosa, let us be dancing, dancing, dancing, Rosa, let us be dancing."

Honor partner deeply on words, "O Rosa sweet."

Face center, join hands in large single circle and repeat indefinitely.

Pop Goes the Weasel:[2]

Formation: Three abreast in large circle, preferably a man between two girls or vice versa, hands joined or elbows linked, facing line of march (counter clockwise).

Action: Players march forward to words, "A penny for a spool of thread, a penny for a needle, that's the way the money goes." On the word, "Pop," all jump in air; on landing, outside players stand still and the center player moves on to the two who are waiting ahead to the words, "goes the Weasel." Continue this if the group is not too large, until all original groups are reunited.

She'll Be Coming Round the Mountain:

Music—Old song, first verse.

1. "She'll be coming round the mountain when she comes, when she comes

2. She'll be coming round the mountain when she comes, when she comes

3. She'll be coming round the mountain, she'll be coming round the mountain

4. She'll be coming round the mountain, when she comes.

Second verse.

5. She'll be puffin' and a-blowing when she comes, when she comes

6. She'll be puffin' and a-blowing when she comes, when she comes

7. She'll be puffin' and a-blowing, she'll be puffin' and a-blowing

8. She'll be puffin' and a-blowing when she comes, when she comes."

Formation: Large circle of three's (man with two ladies), marching counter-clockwise; man holds inside hand of each lady.

Action:

1. Eight steps forward.

2. Eight steps in place while lady on right goes under arch made by lady on left and man's left arm. Man turns under own left arm. All finish facing in line of direction (counter-clockwise).

3. Eight steps forward.

[2] *Plans and Programs,* page 21, National Recreation Association. Fifty cents.

(Fold Along This Line)

4. Lady on left goes under man's right arm and man turns under own right arm.

5. Join hands in circle of three's, eight steps to left (clockwise).

6. Eight steps in place while man goes under arch made by arms of the two ladies and they each turn under own arms. Finish in circle of three's with back to center.

7. Eight steps in same direction (clockwise).

8. Eight steps in place while man backs under arch formed by arms of the two ladies, and they turn under their own arms. Finish in straight line, facing in line of direction (counter-clockwise).

Repeat all indefinitely to words of next verses.

Third verse: "She'll be driving six white horses when she comes."

Fourth verse: "We'll all go out to meet her."

Fifth verse: "We'll kill the old red rooster."

Sixth verse: "We'll have chicken and dumplings."

Broken Twigs:

Formation: Large circle, facing center.

Directions: Give five or six players a twig from a tree. Choose sturdy ones, about ten inches long. The pianist plays a spirited tune and the guests pass the sticks to the right. When the music stops, those holding the sticks drop out of the circle. The last one not to get caught with a twig wins. Have a nice plant for a prize.

Garden Contests: Divide the group into four teams. This can be done very easily by having a grand march. When guests march down the center by eight's, ask them to halt. Then proceed to divide them into even teams. Another way would be to give guests a tulip when they arrive. Use four different colors for four teams.

Score Cards: Ask each group to select a captain. Give each captain a nosegay made from a lace doily and green crepe paper. At the end of each contest, give flower stickers to the participants.

First place, rose; second place, violets; third place, carnation; fourth place, tulips. (Buy flower stickers at any stationery store or counter.) Each captain adds the flower stickers onto his nosegay. Count the score at the completion of the contests. Roses count ten points; violets, eight; carnations, six; and tulips, four. Give the winning team a reward.

Garden Clean-Up: Before the party, hide some sticks in the garden. Ask the captains to stand in a line at the front of the group. Each captain chooses a helper. At the signal, each helper runs into the garden, finds a stick and takes it back to his captain. Helpers can carry only one stick at a time. When time is called, the captains

Idaho's Middle Fork of the Salmon River, called the roughest in America, batters at an inflated rubber boat as a party bests the foaming rapids. The Anderson brothers of the Bar X Ranch now run thrill-packed trips down this once impassable river.

WHITE WATER

IF IT'S WILD WHITE WATER you crave, the Middle Fork is your river. This stormy stream, labeled the roughest in America, ploughs through the Idaho wilderness like a runaway express, and only a handful of adventurers have bested its foaming rapids.

Early discoverers of the Middle Fork tried to ride out its swirling currents in wooden boats. Some met with disaster; their crafts were splintered on submerged boulders as they plummeted through the seventy-odd rapids. Few ever finished the sixty most rugged miles of the river's 108-mile course. But in 1940, a pair of ingenious brothers named Andy and Joe Anderson decided that it could be tamed. In an inflated life raft, the two slithered through the worst the river could dish out and never so much as turned over.

The war put a halt to their plans, but since 1946 the two have joined forces with Sun Valley in offering the breath-taking trek as a regular trip from July through September. More than forty people have ridden a buoyant rubber craft down the river under their guidance since that date with never a mishap. It's wild and wet, with more thrills per square mile than all the roller coasters in Coney Island packed into one. It has been graphically illustrated in an issue of *Sports Afield*.

The trip gets under way with a 125-mile drive over rugged mountain roads that lead to the Anderson's Bar X ranch, deep in the Idaho wilderness—one of the last remaining primitive areas left in the United States. Horses take over from there and transport party and equipment over a tortuous thirty-mile trail paralleling gushing Camas Creek to its junction with the Middle Fork. From this point it's water all the way.

The sixty-mile boat trip itself consumes four days, depending upon the condition of the river. Camp, usually pitched on a sand bar, is broken by mid-morning and set up again in late afternoon, allowing plenty of time to drop a hook after the mammoth Middle Fork trout or, later in the season, for the ten-to-forty-pound salmon heading upstream to spawn. Wildlife abounds in the craggy terrain surrounding the river and deer, bear and rare mountain goat and sheep are a familiar sight.

On the third day the boats reach the Impassable Canyon, a huge cleft in the earth flanked by near-vertical cliffs towering three thousand feet from the water's edge. From this point there is no turning back and the boats thunder through rapid after rapid until they reach a stretch of comparative calm. This is the last campsite and jumping-off point for the Hancock Rapids, last and wildest rapids on the river. After running this churning white water, the boats drift quietly for a few miles, then round a bend to emerge upon the main Salmon itself. This is voyage's end.

Prepared by BOB REILLY. *Steve Hannagan Associates, Sun Valley, Idaho.*

Trail Riders' Expeditions

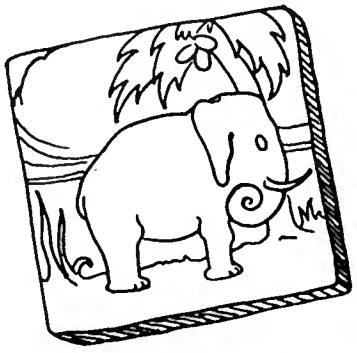
Thirteen expeditions for 1951 are scheduled by the Trail Riders of the Wilderness, American Forestry Association, Washington, D. C. Among them are a trip to the Flathead-Sun River Wilderness, Montana, July 16 to 27; two expeditions leaving Sun Valley, Idaho, to explore the Sawtooth Wilderness July 24 to August 3 and August 7 to 17; two trips gathering at the T-Lazy 7 Ranch at Aspen, in Colorado, for ten days in the White River and Gunnison National Forests, July 24 to August 2 and August 7 to August 16.

The High Sierra of California, dominated by Mt. Whitney—highest peak in the United States—will be the scene of an expedition from August 29 to September 10, starting from Lone Pine, California, and including a trip to the summit of the mountain.

These trips are operated on a non-profit basis as a part of the educational services of the association, the riders sharing equally in the costs of the trips. For further information, write to the American Forestry Association, 919 Seventeenth Street. North West, Washington, D. C.

How To Do IT! by Frank A. Staples

Make your own wall plaques.

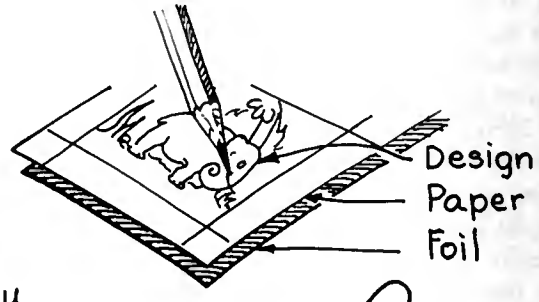


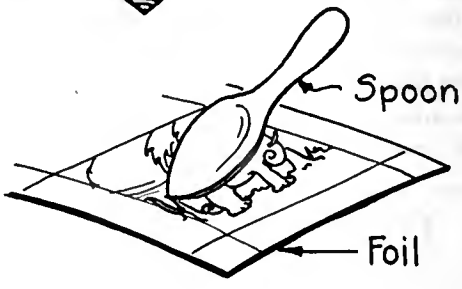
Materials needed.

Plaster of Paris,
Metal Foil,
Brush, Water colors,
Shellac, Wooden
Ice Cream Spoon.

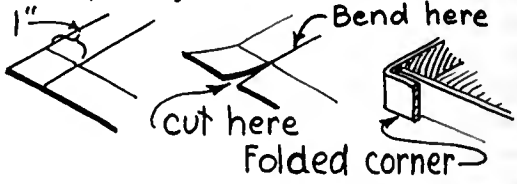
Here's How!

1. Draw design on paper.
2. Place foil under drawing and trace.
3. Press outline of design evenly and fairly deep in foil. Use edge of spoon.
4. Next press down areas of design. Use bowl of wooden spoon. Have thick padding of paper or cloth under foil.





5. Fold up edges of foil one inch.



Note: Be sure raised surface of design is on under side of foil mold.

6. Mix plaster of paris in water to creamy consistency. Pour into foil mold.
7. Allow to set one hour. Then remove plaster plaque from foil mold.
8. Paint with water color and then shellac to preserve the surface.

Magazines and Pamphlets

PRINCIPLES, RULES AND ADMINISTRATION OF YMCA AMATEUR SPORTS. Adopted by the National Physical Education Committee. Association Press, New York City, New York. $1.00.

A RECREATION BIBLIOGRAPHY, prepared by Professor Marvin Rife. The College Typing Company, Madison, Wisconsin. $.75.

AUDIO-VISUAL EDUCATION IN INTERNATIONAL AND HUMAN RELATIONS. Bureau of Publications, Columbia University, New York, New York.

DAY CAMPING. The Child Service League of Queensborough, Incorporated, Flushing, New York. $1.00.

BALKAN-JI-BARI. Silver Jubilee Souvenir. Edited by Shrimati Saraswati Pandit and Professor L. H. Ajwani. "Gulistan" Khar-Bombay, India.

PARK MAINTENANCE, March 1951
- "Happy Grass," William E. Lyons.
- Chemical Era Means Well-Groomed Parks, Buford H. Grigsby.

CAMPING, March 1951
- State Laws and Regulations Affecting Camps, William Freeberg and Charles Heffington.
- Is Your Nature Program Too Exclusive?, Robert Valett.
- Psychiatric Pointers on Staff Selections, Robert F. Rutherford.

THE JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, APRIL 1951.
- Youth in the Armed Forces, Charles Brightbill.
- Lacrosse as a High School Sport, Glenn N. Thiel.
- Pioneering with Recreation in the Green Mountain State, Theresa S. Brungardt.

SCHOLASTIC COACH, April 1951
- Boxing on the Schoolboy Level, Keith W. Kerwin.
- Democratic Values of Sports, Lynn W. McCraw.
- The Rural Summer Playground, Alexander F. Paul.

AMERICAN CITY, April 1951
- Planning Parks and Recreation, II, Thomas C. Jeffers.

PARKS AND RECREATION, April 1951
- Beauty Is Our Business, T. W. Thompson.
- Milwaukee's Public Bathhouse at Bradford Beach.
- Turf Research and Experimental Station, C. C. Simpson.
- Park Turf, Tom Mascaro.
- Model Airplane Flying a Growing Hobby, Rhodelle E. Owens.
- Omaha's Tennis Center, R. B. McClintock.
- Maintenance Mart.

NEA JOURNAL, April 1951
- Outdoor Learning, Julian W. Smith.

CAMPING MAGAZINE, April 1951
- Camping and Selective Service, Colonel Campbell C. Johnson.
- Toward the Implementation of Camp Standards, Hedley S. Dimock.
- Improve Your Rifle Range, Paul Cardinal.

NATIONAL PARKS MAGAZINE, April-June 1951
- National Parks in Nature Education, M. V. Walker.

Books Received

AMATEUR MAGICIAN'S HANDBOOK, THE, Henry Hay. Thomas Y. Crowell Company, New York. $4.95.

AMERICAN INDIAN BEADWORK, W. Ben. Hunt and J. F. "Buck" Burshears. The Bruce Publishing Company, Milwaukee, Wisconsin. $5.00.

BASEBALL TECHNIQUES ILLUSTRATED, Ethan Allen and Tyler Micoleau. A. S. Barnes and Company, New York. $1.50.

CAMPFIRE AND COUNCIL RING PROGRAMS, Allen A. Macfarlan. Association Press, New York. $2.50.

COMMUNITY ORGANIZATION AND PLANNING, Arthur Hillman. The Macmillan Company, New York. $4.00.

FIELD BOOK OF SEASHORE LIFE, Roy Waldo Miner. G. P. Putnam's Sons, New York. $6.00.

FUN OUTDOORS, Mary Louise Friebele, Frances C. Smith and Bernice Osler Frissell. The Macmillan Company, New York. $1.96.

"GABBIT," THE MAGIC RABBIT, Carroll Colby. Coward-McCann, Incorporated, New York. $1.50.

INSECTS, A GUIDE TO FAMILIAR AMERICAN INSECTS, Herbert S. Zim and Clarence Cottam. Simon and Schuster, New York. $1.00.

KEEP-BUSY BOOK, THE, Marion Jollison. Hart Publishing Company, New York. $1.00.

LITTLE GOLDEN A B C, THE. Simon and Schuster, New York. $.25.

MORE FUN IN THE WATER, Eidola Jean Bourgaize. Association Press, New York. $2.00.

NEW YORK WALK BOOK, Raymond H. Torrey, Frank Place, Jr., Robert L. Dickinson. The American Geographical Society, New York. $3.50.

RHYTHMS IN ELEMENTARY EDUCATION, Elizabeth L. Sehon and Emma Lou O'Brien. A. S. Barnes and Company, New York. $3.50.

SPORTS EQUIPMENT, Selection, Care and Repair, Virginia Bourquardez and Charles Heilman. A. S. Barnes and Company, New York. $5.00.

TEN SURE-FIRE PARTIES FOR BOYS AND GIRLS, Judith and Caroline Horowitz. Hart Publishing Company, New York. $.50, cardboard edition; $1.25 for sewn edition.

UKELELE AND HER NEW DOLL, Clara Louise Grant. Simon and Schuster, New York. $.25.

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THIS IS A NEW COLLECTION of royalty-free one-act plays for holidays and important anniversaries, such as Lincoln's and Washington's birthdays, Thanksgiving, Christmas, St. Patrick's Day and others. Most of the plays require about thirty minutes, very simple scenery and sets. Many have an historical background. The four Christmas plays are particularly good, one of them "The Empty Room" being unusually effective and beautiful.

These plays were first published in the magazine *Plays—The Drama Magazine for Young People*, and all have been production-tested. They are suitable for both teen-age and adult casts.

A Field Guide to the Butterflies of North America, East of the Great Plains

Alexander B. Klots. Houghton Mifflin Company, Boston, Massachusetts. $3.75.

SOME THERE MAY BE WHO, deeply involved in the details and technicalities of the structures of the adult butterfly, have forgotten the steps of becoming a lepidopterist. Not so Alexander B. Klots, who first collected butterflies as a hobby. As he progressed from tenderfoot to Scoutmaster and camp counselor, he not only collected butterflies but, more important, he stored up memories, which he now shares with the reader.

From popular appeal, the contents of this book entice one into the realm of scientific values and accurate identification. It really is a growth guide; and, since it claims to present the data on "every last butterfly" and its progenitor, the caterpillar, east of the one hundredth meridian, it may be a challenge to the novice who enjoys games to see if one has been omitted. Thus it is a basic publication which may lead one into the secrets of habitat or even into experimenting with the food plants of the caterpillar. Four hundred seventeen species of butterflies (247 in full color) signify quite a butterfly population; and, of course, one can live in New York City as well as in the country and have as much fun with the subject.

The butterfly hobby is not a mere matter of collecting and naming specimens; it can progress to interest in plants, geography and even to the whole gamut of natural history. The initial outlay of $3.75 is a long-term investment which promises annual returns in enjoyment and satisfaction. This book might well serve as a lure in every house, school and camp.—*William Gould Vinal*, head of recreation training, Massachusetts University, Amherst.

Baseball Techniques Illustrated

Ethan Allen. A. S. Barnes and Company, New York. $1.50.

DO YOU KNOW whether to buy baseball shoes a size smaller or larger than your regular shoes? If you play shortstop or second base, is the tag situation confusing? Ethan Allen, former big league player and Yale University coach, with an able assist from well-known sports illustrator, Tyler Micoleau, answers these and many other important questions in this "first primer" of baseball. First of a new series to be published, especially for the beginner and inexperienced coach—as well as for a future DiMaggio—their book offers concise, technical advice on how to bat, play the infield or outfield, pitch, catch and excel in the other rudiments of the game—with illustrations and coaching suggestions effectively combined.

Young Adult and Family Camping

Edited by John A. Ledlie. Association Press, New York. $1.25.

THE FIRST IN A SERIES of monographs on modern camping, this pamphlet brings together the experience of YMCA family and adult camping projects and advances suggestions and recommendations based upon them. A section on trip camping contains information on modes of travel, camping techniques, planning, equipment, program. List of national and state resources for camping included.

National YMCA Lifesaving and Water Safety Student Handbook

Association Press, New York. $.65.

THIS NEW FORTY-EIGHT PAGE booklet is issued as a companion piece to the *Instructor's Manual*, released last year, and is designed to reinforce class instruction. It is illustrated with cuts which interpret and explain techniques. The YMCA program is not only used in YMCA pools and camps, but in other organizations and city programs. A student's tear-out examination is a part of the manual.

"First Joiner" Crafts

A LITTLE BOOK which came out a few years ago, but which still presents good material for those who are planning crafts activities for young children, is "*First Joiner*" *Crafts*, by Charlotte Jacobsen. Published by the Manual Arts Press in Peoria, Illinois, and selling for $1.75, it presents instructions for simple and useful crafts which are in good taste and which are suitable for summer playground projects. Patterns are included.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

June, July, August, 1951

HELEN DAUNCEY Social Recreation	Lexington, Kentucky June 4-8	Miss Anna S. Pherigo, Executive Director, Board of Park Commissioners, Gratz Park
	Toledo, Ohio June 11-15	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Huntington, West Virginia June 18-21	Marvin A. Lewis, Manager, Cabell County Recreation Board, Field House
	Middletown, New York June 25-27	J. E. Hughes, Director of Recreation, Recreation Commission
	White Plains, New York June 28	Miss Vivian Wills, Assistant Superintendent, Westchester County Recreation Commission, Room 242, County Office Building
RUTH EHLERS Social Recreation	Toledo, Ohio June 4-8	Arthur G. Morse, Supervisor of Recreation, 214 Safety Building
	Frederick, Maryland June 18-20	Mrs. Helma Hann Bowers, Recreation Supervisor, Frederick Recreation Commission, 114 East Seventh Street
	Shepherdstown, West Virginia July 16-20	Dr. Oliver S. Ikenberry, Shepherd College
ANNE LIVINGSTON Social Recreation	Waco, Texas June 4-8	John Morrow, Superintendent of Recreation, City Hall
	Salina, Kansas June 11-15	David A. Zook, Superintendent of Recreation, 302 City Hall Building
	Boulder, Colorado July 23-August 24	Miss Clare Small, Professor and Head, Department of Physical Education for Women, University of Colorado
MILDRED SCANLON Social Recreation	Hutchinson, Kansas June 4-8	Frank H. Bowker, Superintendent of Recreation, Hutchinson Recreation Commission, 504-B North Main
	Beloit, Wisconsin June 13, 14	H. L. Jacobson, Director of Recreation
	Janesville, Wisconsin June 15, 16	Pat Dawson, Recreation Director, Janesville Public Schools, Department of Physical Education and Recreation
	Pittsfield, Massachusetts June 18-22	Vincent J. Hebert, Superintendent of Parks and Recreation, 52 School Street
	Hudson, New York June 25	Louis A. Pierro, Executive Director, Youth Bureau
	White Plains, New York June 26	Miss Vivian Wills, Assistant Superintendent, Westchester County Recreation, Room 242, County Office Building
	New Britain, Connecticut June 27-29	Joseph Hergstrom, Superintendent of Recreation, Municipal Recreation, 327 City Hall
	Florence, Alabama July 9-13	Mrs. Jessie Garrison Mehling, Supervisor, Health and Physical Education, Department of Education, Montgomery 4
FRANK STAPLES Arts and Crafts	Amherst, Massachusetts June 1-3	Miss Ruth McIntire, Extension Specialist in Recreation, University of Massachusetts
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Recreation

NATIONAL RECREATION ASSOCIATION · SEPTEMBER 1951 · 35¢

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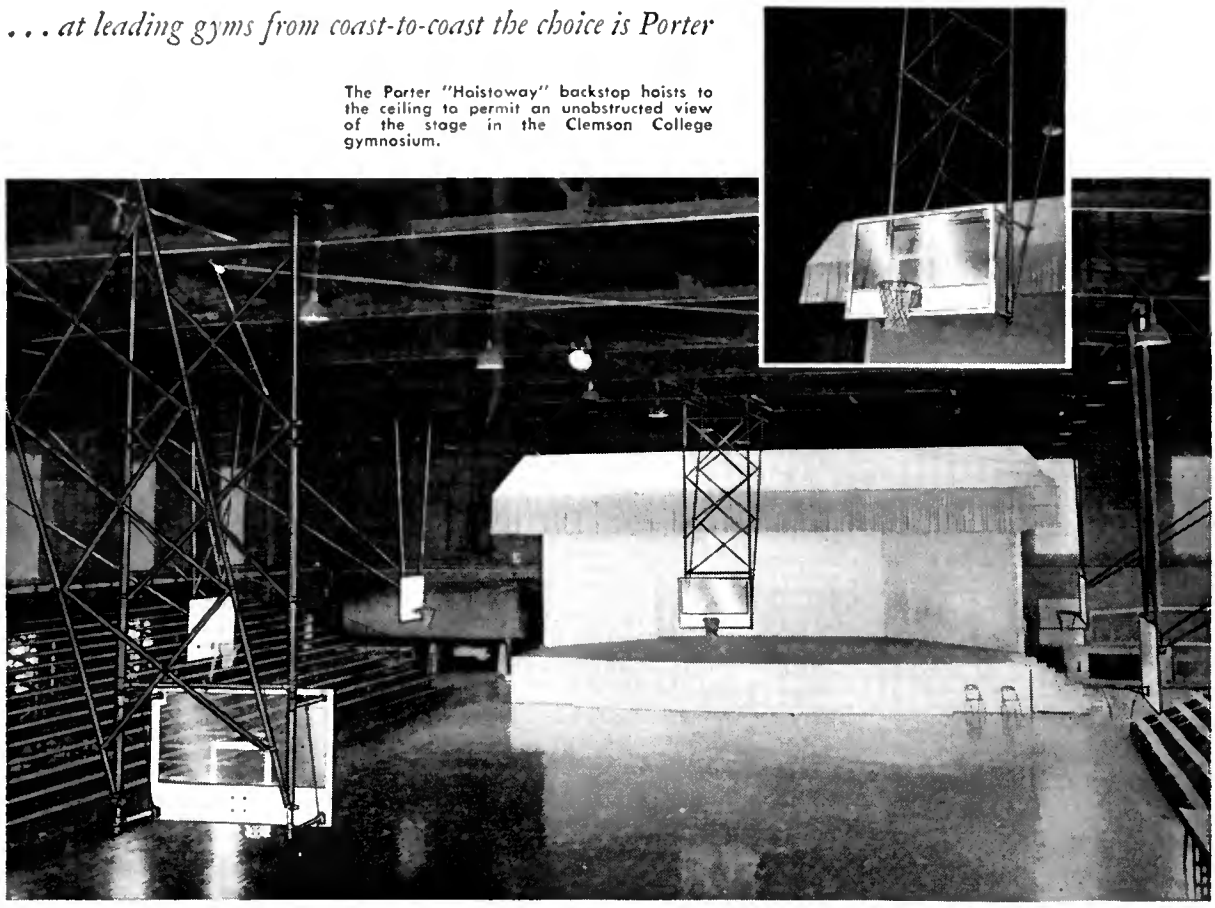

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SEPTEMBER, 1951

Recreation

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLV Price 35 Cents No. 4

On the Cover

September is the magician that turns tennis racquets into textbooks, beaches into classrooms. For millions of boys and girls it heralds "back to school again," with the accent upon readin', 'ritin', 'rithmetic *and* recreation. For, as John Dewey so aptly put it: "Education has no more serious responsibility than making adequate provision for the enjoyment of recreative leisure; not only for the sake of immediate health, but still more, if possible, for the sake of its lasting effect upon the habits of the mind." Photo, courtesy Ewing Galloway, New York.

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Next Issue

How can a recreation leader help develop the "habit of books"? How can you protect your forest preserves? Can you batter up—with muffins, not baseball? Is television pal or pest to the recreation program? These questions demand answers—and answers, answers and more answers to all sorts of problems are what you'll find in the October issue. You'll even learn how to get a job with no pay!

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the **Readers' Guide**. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

Television: Friend or Foe? (editorial) Wayne Coy 189
Destination—Boston 190
Evening Speakers 191
A Letter of Appreciation, Josephine Randall 196
Arts and Crafts—International Style 197
Children's Fairyland, William Penn Mott, Jr. 198
Do We Educate for Leisure? Dr. John W. Best 201
Song Leaders in College, Robert B. Walls 208
Hobbies—A Jungle from Table Seeds, Meyer Berger 210
Brueghel's Games—Today 212
Recreation in Minnesota State Hospitals, Frederick M. Chapman 214
Child Leaders Take Over Noon-Hour Playground, Thomas J. Kilroy 219
Dr. Peter W. Dykema 220
Cease Firing, Eddie Durlacher 227
Recreation News 237

Administration

A Successful Community Center, Robert W. Hurd 193
Social Recreation Leadership 202
A Cooperative Countywide Recreation Program 205
A Volunteer Leaders' Training Course, John A. Turner 217
Can Your Department Pass This Test? Kenneth M. Kurtz 223
Personnel, W. C. Sutherland 224
Father on the Playground, James A. Sharp 228
Desirable Practices in Athletics for Girls and Women 229

Program Activities

School Days—Does Fun Pay? Mrs. Ellen P. Taylor 203
The Goblins Phone on Halloween, Eunice Ware 204
Ground Billiards, Florence Birkhead 206
Halloween in Olde Alexandria 207
Play-Abed Kits, Viva Whitney 211
A Day's Camping for Youngsters Over Sixty, Gertrude M. White 221
Greeting Newcomers to Vallejo, Keith A. Macdonald 222
How To Do It! Frank A. Staples 226
Recipes for Fun—Social Games—There's a Trick to It 231
Minimum Arts and Crafts Tools, Frank A. Staples 235

Regular Features

Things You Should Know 192
World at Play 234
Recreation Market News 236
Magazines and Pamphlets 238
Books Received 238
New Publications 239
Recreation Leadership Courses ..... Inside Back Cover

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A Service Organization Supported by Voluntary Contributions

Executive Director, JOSEPH PRENDERGAST

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

TELEVISION:

Friend or Foe?

by Wayne Coy

This is the challenge that confronts the recreation movement of America in the mushroom growth of visual broadcasting.

It is difficult to overestimate the magnitude of this challenge. Every day brings us new indications of the profound impact of television upon almost every facet of American life.

A survey recently made by Hofstra College for the National Broadcasting Company disclosed that adults in the metropolitan area of New York City spend more time watching television than they do with radio, newspapers and magazines combined. Other reports disclose that, in some communities, the children spend more time before the television screen than they do in school. And, as yet, television has established only a beachhead! We now have in operation 107 stations; ultimately, we will have at least two thousand.

Today's stations are located in sixty-three cities and cover an area containing sixty-two per cent of the population. There are now approximately thirteen million sets in use.

This, then, is the picture of the physical mechanism of television. But what of its impact upon the home, family life, upon our children, our recreational habits? Day by day, as parents, teachers, civic leaders, legislators and other observers become more articulate, we can discern certain trends that have grave implications for America's recreation leaders.

Obviously television could be one of the mightiest instruments ever developed for the furtherance of wholesome, constructive recreational activity for both adults and children. Television could bring us leaders in sports, handcrafts, nature study, discussion techniques, painting, the playing of musical instruments, camping and countless other hobbies. Instead of reaching scores, such leaders could reach hundreds of thousands. Properly used, television could stimulate viewers to engage actively in many types of leisure-time activity.

But we all know that, as of now, television is mainly employed as another spectator activity—probably the most irresistible spectator activity of all. Its influence, however, is not merely negative, as the mounting volume of complaints these days would indicate.

In one seventy-five-day period, the Federal Communications Commission received one thousand complaints regarding television. Those relating to indecency, obscenity and profanity led the list. Crime and horror programs, and the lack of education programs, were deplored.

Senator Edwin C. Johnson, chairman of the Senate Interstate and Foreign Commerce Committee, recently warned telecasters that the use of horror programs is like opium—larger doses constantly are required. And he urged them to prevent the "foul and obscene" from entering the home.

Director James V. Bennett, of the Federal Bureau of Prisons and secretary of the Section of Criminal Law of the American Bar Association, which is campaigning for better television, has pleaded for a reduction in crime shows and has asked for the complete elimination of any broadcast which blueprints crime in such a form that it can be imitated.

The Southern California Association for Better Radio and Television recently noted that the average child in a television home sees death inflicted by violence more than forty times a week. The report stated: "The effects of this immoderate viewing of crime and violence follow one of two courses: (1) Some children are upset emotionally; (2) others become immune, callous and indifferent to the sight of death, injury and suffering inflicted upon others."

I am hopeful that positive, constructive action to improve programming will result from a study now being made by the National Association of Radio and Television Broadcasters of television programming standards. This group also will draft a set of standards. In a resolution, the NARTB took cognizance of the effect of television "upon the welfare of the family and the individual members thereof, with particular reference to children, its contribution to the cultural progress of the nation and its influence for good upon the behavior patterns of American society and the society of nations."

In some communities, listener-viewer councils are performing a valuable service by a systematic, well-informed and objective study of local television service, and the publicizing of those they consider worthwhile.

The advent of television, with its many problems touching individuals so intimately, needs the kind of trained experienced leadership that you of the recreation profession can provide. I hope that you will concern yourselves increasingly with measures to guide this new medium in paths that will lead it to a realization of its potentialities as a great force for good. No one has a greater right to be heard on this subject. And no one has a greater responsibility. We look to you for help and leadership.

In your consideration of this problem, always bear in mind that these channels belong to the people of the United States and are held by the licensees only as a trusteeship.

MR. COY, *chairman of FCC, has been reporter, editor and served in various governmental administrative capacities.*

"One if by land, two if by sea." The old South Church still stands as monument to our early fight for freedom.

DESTINATION BOSTON

This year, the National Recreation Congress goes home. For, if the recreation movement in America had any one *home*, it is Boston, famed for those early sand gardens and, a little later, for Joseph Lee and so many founders and supporters of the Playground Association of America, now the National Recreation Association.

And the beginning of the United States itself occurred not far from Boston. Even more than winding streets, Boston has historic spots—Bunker Hill, Faneuil Hall, Old North Church and many others.

The sand gardens have long since been succeeded by more elaborate recreation areas and facilities. One of the important parts of the Congress this year will be not only a chance to visit the city's historic shrines—but, by popular request, its more modern recreation areas and facilities.

One thing in particular which a Congress delegate will be interested in seeing is the picture which links the two. This is "The Dawn of Liberty," which was presented to the local recreation department by the Massachusetts Civic League. The history of the picture includes the old story told every local youngster in elementary history classes about the British soldiers stopping the Boston boys from coasting on the Common and transferring their activities to School Street (what is now the beginning of Beacon Street, the slope going towards the State House). The servant of General Halimand threw ashes on the slide; and the boys then formed a committee and called upon the general to protest. (Recreation Board Member Joe Lee, Jr., calls this the first recreation committee in Boston's history.) General Gage, when informed of this, said: "The very children here draw in a love of liberty with the air that they breathe. You may go, my brave boys, and be assured, if my troops trouble you again, they shall be punished."

The heart of a Congress is discussion, and every attempt is being made to plan the meetings around vital topics. In addition to other popular features of the program—such

as exhibits, banquet, dance and National Recreation Association tea—there will be an exhibit of arts and crafts from Japan (see page 197); and delegates will entertain with a Congress Chorus, a Congress Band. A whole day will be devoted to meetings on "Recreation and National Defense," emphasizing services to armed forces, defense production communities and civilian defense. Training classes in music, drama and social recreation will be held Monday, Tuesday and Thursday afternoons and Wichita, Kansas, is planning a special "You Make It" demonstration of arts and crafts work. Tuesday morning's general session will feature a panel discussion of "Citizen Boards in the Park and Recreation Movement."

Remember October 1-5, Statler Hotel, Boston.

"The Dawn of Liberty," locally owned, illustrates early Boston recreation history.

Evening Speakers

Among the distinguished speakers who will address the evening meetings of this session of the Congress are Erwin D. Canham, James J. Wadsworth and Otto A. Harbach.

Mr. Canham, editor of the *Christian Science Monitor*, has traveled extensively to obtain first-hand coverage of such significant events as the meeting of the League of Nations, the London Naval and Economic Conferences, trips of United States presidents, and to make nationwide political surveys. A Rhodes scholar, he also is well-known as a radio commentator.

James Wadsworth, long interested in government service, has been an important figure in civilian defense since this activity was revived just about a year ago. Now functioning as deputy administrator of the Federal Civil Defense Administration, he previously was a member of the New York Assembly for ten years and served with the War Assets Administration and with the Economic Cooperation Administration.

Dean of American librettists, Otto A. Harbach is the fifth president of the American Society of Composers, Authors and Publishers. The famous playwright and lyricist was born in Salt Lake City, Utah, and graduated from Knox College in Galesburg, Illinois. In 1909, he wrote his first musical show, "Three Twins," with the late Karl Hoschna. This was a smash hit and contained his first successful song, "Cuddle Up a Little Closer." Other famous productions followed, such as "The Firefly," "High Jinks," "Kid Boots," "No, No, Nanette," "Rose Marie," "Desert Song," "The Cat and the Fiddle," "Roberta."

The list of his collaborators reads like a "Who's Who" of the theatre, and includes Sigmund Romberg, Rudolf Friml, Peter de Rose, Oscar Hammerstein II, George Gershwin, Vincent Youmans, Irving Caesar and many others.

Among Mr. Harbach's thousand or more songs, his own favorite is "Smoke Gets in Your Eyes," written with Jerome Kern. Some of his top songs are "Gianina Mia," "The Night Was Made for Love," "Indian Love Call," "One Alone," "Who."

Together with Oscar Hammerstein II, Otto Harbach generally has been credited with developing the musical comedy form in America—away from the revue type of show into a play with music. A charter member of ASCAP, he has been a director of the society since 1920. He is a member of the National Music Week Committee.

O. A. Harbach

J. J. Wadsworth

E. D. Canham

Things You Should Know . .

• A SURVEY of the effect of the mobilization and defense program upon recreation programs in every section of the country is being completed by the National Recreation Association in cooperation with the National Advisory Committee on Defense-Related Services. A five-page questionnaire, sent to over eight hundred city and county recreation departments, surveys the impact of armed forces personnel and defense workers and their families upon local recreation programs; the degree of preparation for civil defense recreation services; the effect of mobilization upon regular services; and the extent of restrictions upon regular programs through budget decreases, rising costs, the M-4 order of the NPA, shortages of materials and the limited availability of trained personnel at the prevailing salaries.

• A NEW NATIONAL ASSOCIATION OF ADULT EDUCATORS was organized at the three-day national assembly of professional and non-professional workers in adult education held in May in Columbus, Ohio. Dr. Howard McClusky of the University of Michigan was elected president.

The new association brings together the members of the American Association for Adult Education and the Department of Adult Education of the National Education Association and many adult educators not affiliated with either organization. It launches a program of professional services to adult educators, planning for the rapid development of consultation and field services, advanced in-service education and a program of professional publication. Through these and other activities, the National Adult Education Association will be giving special attention to the evaluation of adult education programs, the development of needed research, the improvement of materials of instruction and the improvement of the pre- and in-service preparation of adult educators.

Its National Organizing Committee is working with West Coast adult educators on plans for the organization's first national conference, which is scheduled to be held in Los Angeles, October 22-25.

• LOCAL CITIZENS OF MANHATTAN, KANSAS, are being converted into movie actors for the filming of the development of the city's recreation program. The semi-documentary film will then be used by the United States State Department to show West Germans how a recreation program can be started and to combat communism. Manhattan was chosen from a field of twenty-five midwestern cities.

• A MANUAL ON "EMERGENCY RECREATION SERVICES IN CIVIL DEFENSE" has been prepared by the National Recreation Association as a guide for local recreation and civil defense administrators. Readied after extensive discussions with civil defense and recreation people at all echelons of operation, the manual presents a comprehensive program of action which can be adapted for any community.

Subjects covered include: Recreation for Morale and Health, Organization for Emergency Recreation Services, Operation of Emergency Recreation Services, Recreation for Civil Defense Volunteers and the National Recreation Association's Services for Civil Defense.

• THE RECREATION CURRICULUM of the University of Illinois will introduce a new course in the fall on "Recreational Music." Its broad purpose will be to help the recreation worker understand and work with a balanced and effective musical life in the community by acquainting him with the facilities, agencies, techniques and prospects of this field through available literature, demonstration, research, field visits and the acquisition of elementary skills. Professor Max Kaplan, member of the faculty of the School of Music and the Department of Sociology, will supervise.

• NEED FOR THE INCLUSION of all year-round workers on the National Roster of Recreation and Park Personnel has been increased with receipt of notification that the National Manpower Council intends to call upon the NRA for information on resources and requirements. (See page 225 of this issue for registration procedure.)

• SCHOOL TEACHERS are in favor of bringing television into the classroom as an educational tool, it was revealed in a study conducted at the University of Cincinnati last spring. The scholarship study, provided by a grant of the Crosley Broadcasting Corporation, was conducted over a period of months during which 694 educators were interviewed. A general summarization of reaction to seventeen questions reveals that ninety-two per cent feel that there is a place in the educational program for television entertainment designed for school use. That television will be more widely used than radio as an educational tool was the conclusion of sixty per cent.

• BALTIMORE'S LONG-STANDING POLICY of racial segregation in its public recreation facilities—a policy that withstood legal tests up to the United States Supreme Court—has been somewhat curtailed by an order of the park board.

The board order has ended segregation on the city's four public golf courses and on twenty of its park tennis courts, baseball diamonds, play grounds and other facilities. However, segregation remains in effect in the park swimming pools, the city recreation centers, the recreation bureau's amateur sports program and at Fort Smallwood, a city beach which has a "split" season.

OAK variety show stoppers. This club has a membership of over four hundred.

Downtown office workers enjoy picnic lunches in the center's snack room . . .

Robert W. Hurd

A *Successful* COMMUNITY CENTER

UTILIZING A WAR-CREATED FACILITY, a peace-time community recreational project was developed in Madison, Wisconsin, and a building which had been occupied by the USO for the benefit of service personnel during World War II was converted into a community center.

After the war, an alert group of young people, local citizens and civic organizations, aided by the force of newspaper publicity, convinced the city authorities that this property, which was already owned by the city, could be used for the recreation activities of both adults and youth. After much debate and intensive work on their part, the property was placed under the supervision of the recreation department of the board of education for the establishment of the Madison Community Center. The large, two-story brick structure, in the downtown district, opened its doors on February 1, 1946.

The board of education immediately appointed a full-time director and created an over-all community center council of fifteen members. This was composed of a representative from each of the five high school PTA associations, five members-at-large from the city and a representative from each of the following organizations: Community Union, City Council, Recreation Council, Youth Council and a high school group called "The Loft." Later, after two age-group clubs had been organized, two more representatives were added to the original council—one from the Young Adult Club (YAC) and one from the Older Adult Klub (OAK). The main purpose of the council is to advise and recommend to the board of education any policies which concern the welfare of the center.

Now, after the completion of five years of service, the center is operated by a paid staff, composed of a full-time director, two assistants and five part-time staff members, whose hours conform to peak loads during the week. Madison is fortunate in that university students, enrolled in recreation courses, are available for part-time leadership on an hourly basis. The budget for operation covers staff salaries and the maintenance of the building—i.e. heat, light, gas and janitor's supplies. This is approved by the board of education and incorporated in its budget to the city council.

Functioning within the center, the three clubs mentioned above carry on a long-range program of activities. The Loft membership is made up of students in the tenth, eleventh and twelfth grades, or young people sixteen to nineteen years of age—thus covering those who are not in school. It has an annual enrollment of more than two thousand members. Club nights are

Friday and Saturday from seven until eleven-fifteen p.m. The Young Adult Club has an extended age range from nineteen years to "as long as you feel young," and averages a membership of over nine hundred. The regular weekly meeting time is on Wednesday, from seven to eleven-thirty p.m. During the four years that these organizations have been in existence, many Loft members have graduated into the YAC. The next age group is covered by the Older Adult Klub, which is for members who are thirty years of age or older. By adopting the spelling of "club" with the letter K and using the initial letters of the words in the name of the organization, the members very appropriately designate themselves as OAKS, signifying sturdy pioneers. With a membership of more than four hundred, the OAKS enjoy club nights on Tuesday and Thursday evenings from seven to eleven-fifteen.

During the past year, a new group has been formed, composed of the aged and retired, whose ages range from sixty-five and up. This group, in its "infancy," is not a fully-organized club, although it meets each Thursday afternoon from one-thirty to three-thirty p.m. According to administrative plans, still another group is to be formed as soon as expansion is feasible. Membership in this will be limited to young married people who feel that they are too old for the YACS and yet not old enough to be OAKS.

Each club has a staff advisor and a council of officers and committee chairmen elected by the membership. The councils meet regularly to formulate plans and programs for their respective groups. On club nights, many committees function to supply hosts, hostesses, reporters, cashiers, cloakroom checkers; to handle membership records; to present programs and to perform any other services which are needed. Although the responsibilities of committee members rest directly upon their shoulders, activities always are under the guidance of a competent, paid staff advisor. This supervised guidance by trained leaders assures orderly management and promotes success in the over-all purpose. It is insurance against the failure that comes to recreation centers which are left to function under their own guidance or are supervised by volunteers who have not had training for recreation leadership and are lacking in the authority to enforce regulations.

The annual membership fee of one dollar fifty cents is the same in each club. This goes into the treasury to defray expenses for office supplies, decorations, orchestras and miscellaneous items. Each check issued on club funds is signed by the club treasurer and the director of the center. Each club receives a regular monthly statement showing receipts and disbursements. Upon enrollment, a member is supplied with a pocket card for admittance to the building on club nights. In order to prevent the passing of membership cards to non-members, each card bears an identification picture of the person to whom it is issued. Visitors who provide satisfactory means of identification and age status also are admitted. There is no mixing of age groups in the Loft and YAC.

Except for conforming to policies or restrictions by the board of education, the clubs are self-governing. They form their own constitutions and make rules and policies which govern their members. The young people conform to their own rules of no smoking within the building by anyone under nineteen years of age; no admission to anyone who has been drinking intoxicating liquor; and no bringing of liquor into the building. On school nights, other than on club nights, teen-agers cannot be in the building after five-thirty p.m. In the opinion of the board, this time should be spent at home, within the needed influence of parents. At other times, the young people may use the center after school, on Saturdays and school holidays from one to five-thirty p.m. Members need not show their pocket cards, except on club nights, and anyone, other than a member, may use the center during these hours. At present, an average of eighteen thousand young people and adults use the center each month.

In addition to these main organizations, the schedule includes other activities of interest to the community. Selected according to the center's facilities and their useful, instructive and beneficial values for that "wonder-what-to-do" feeling, they include bridge instruction, chess, photography, card playing, square dancing, crafts, music, dramatics and other activities.

Within each of the three main organizations there also are many other activities of a club nature from which to choose—such as hikes, picnics, roller skating, masquerades, semi-formal dances, chorus groups, instruction in ballroom dancing, hobby shows, vari-

Crafts instruction is a very excellent activity for that "wonder-what-to-do" feeling.

The Cribbage Club, one of many for local groups, shown during a regular session.

ety nights, potluck suppers, as well as seasonal activities and leagues for athletics, bowling, cribbage.

The main floor of the center is divided into a lounge room—with radio, juke box, piano, donated magazines and daily newspapers placed upon special library tables.

A convenient snack bar at one side is busy from eleven thirty a.m. to eleven p.m. An average of two hundred fifty office workers bring their lunches at the noon hour and enjoy the facilities. A few buy sandwiches while others purchase coffee, milk, pop or dessert. A large dance hall, with convenient rest rooms, is just off the lounge. A stage and large double PA set are on one side; a large revolving crystal ball in the center of the hall flashes myriads of colors from carefully-placed spotlights—all the work of the YAC. Off the dance hall is a large darkroom, with three enlargers. All pictures of activities in the center are made and developed by the photo club.

Game rooms on the second floor contain such equipment as one billiard and six pool tables, eight ping-pong tables, small tables along the side for different games. Other features include a radio room, library, mimeograph room, checking facilities for one thousand, three offices, photo room, crafts room, theatre guild and rest rooms.

Bi-monthly bulletins are mailed to all members of each club announcing coming events, current doings and containing personal and miscellaneous items. Committees do all the work and reporters hand in items to the chairman. Bulletin items are organized, put on stencils, mimeographed, folded, addressed by the center addressograph machine and mailed under a regular postal permit. Each club has a special name for its bulletin, such as "Oak Leaves," "Tel-A-Yac" and so on. At the present time, the Young Adult Club passes around a paper on club night upon which each member writes a line or two; then the copy is mailed to members of the club who have left for the armed forces. The older adults make bandages and the youth collect old clothes for Korea.

Last, but not least, Monday nights throughout the year belong to the "Happy Hours Club," made up of physically-handicapped persons of all ages. Wheel chairs are kept at the center for those who need them. This club, like the others, has its own officers and a newspaper called "The Mill." On every meeting night, the center echoes the laughter of participants as they play games, sing, have parties or listen to a variety program put on by some organization. It is a heart-stirring sight.

Your community, too, can have a center that will provide individuals and families with big dividends of happiness. Citizens of all ages, working earnestly together, will enjoy lasting friendships, warm sociability and an outlet for recreational skills. There is need for proper activity in this day—activity that will give a feeling of adequacy and accomplishment, of usefulness and belonging which will preserve personality and make for better citizenship.

1950 Attendance Figures*

Total attendance: 199,007 youth and adults.

Youth on Loft nights only: 41,449; other hours, 21,392.

Young adult nights only: 15,019; other hours, 6,971.

Older adult nights only: 10,287; other hours, 4,933.

Men and women using facilities for meetings and miscellaneous: 98,956.

Number of meetings at the center: 1,532.

Number of different organizations using center: 184.

*The above figures offer an accurate tabulation of those who use the facilities. Staff members use clickers in counting attendance—one for men and one for women—and there is no guesswork or peak load estimates. Naturally, there are repeaters each day from the day before, especially during noon hours and club nights, but daily tabulation has no repeaters.

Madison Community Center Membership

Teen-agers—16 to 18 years	1500
Young Adults—19 to 45	850
Oldsters—55 and over	450
Total	2800

Each member pays dues of $1.50, which fees are used for the respective age group activities.

Older Adult Klub Committees

In regard to the types of duties assigned various club committees, those drawn up for the Older Adult Klub, while more specifically outlined than most, are typical. They are as follows:

Card Committee Chairman

• Appoints own assistants each card club night for the arranging of cards, score sheets and pencils, also checkers.

• Collects cards and score sheets after each session; assists vice-president in tabulation of scores.

Dance Committee Chairman

• Appoints own assistants; supervises dance hall, ventilation, tempo of music and condition of the floor.

• Plans special and holiday dances —Halloween, hard times, and so forth —and submits program in advance to the council each month.

Food Committee Chairman

• Appoints own assistants for potluck suppers, picnics and special parties.

• Sees that tables are arranged, membership notified as to what to bring; plans events ahead for each month.

Sunshine Committee Chairman

• Appoints own assistants.

• Is responsible for cards for various occasions, flowers for funerals; notifies the publicity chairman of such activities.

Publicity Committee Chairman

• Appoints own assistants; is responsible for "Oakleaves," its folding, addressing and mailing.

• Obtains special news and announcements from various chairmen one month in advance, if possible.

Activities Committee Chairman

• Appoints own assistants; plans special events such as hobby show, old-time fiddlers contest, variety night program; has something doing often to assure a varied program. Programs should be prepared at least one month in advance for the council.

President

• Responsible for success of club.

• Has each committee chairman submit his plans for any special program.

• Hires all orchestras and callers, with the approval of the council.

• Continually checks on all committee chairmen regarding finances and confers with the treasurer on same.

• Is responsible for all money and prizes in conjunction with council ruling and treasurer.

• Arranges for picnic grounds and equipment necessary for the other special events.

• Performs other duties according to standard rules pertaining to that office.

• Appoints all standing committee chairmen with approval of nominated officers.

Vice-President

• Tabulates all scores for card club prizes and gives results to president for announcement.

• Assists chairmen in their planning, according to the regulations governing the center.

• Is in charge of all grievances.

• Knows duties of president in case of his absence.

• Acts as a greeting committee to all strangers and non-members and appoints a host committee to assist; head of the membership at all times.

Treasurer

• Is responsible for all fees and a financial report each month.

• Knows the duties of president, vice-president in case of their absence.

• Assists the progress of the club wherever possible and sees that all bills are paid by check.

• Knows financial status, how much can be paid out for activities and so forth.

Secretary

• Takes minutes of each council meeting.

• Sees that each council member receives a monthly report.

• Prepares a write-up on the club for the community center monthly report by the first of each month.

• Takes care of any necessary correspondence.

• Assists, wherever possible, with publicity to non-members and organizations.

AUTHOR BOB HURD *serves as the director of recreation for Madison, Wis.*

A Letter of Appreciation

Before leaving my present position of Superintendent of Recreation in San Francisco, I would like to express to you my great appreciation for the assistance the National Recreation Association has given me during the past thirty-eight years of my service in the recreation field.

The National Recreation Congresses always have been a real inspiration to me; the literature sent out by the association on all topics of interest has been a means of keeping up-to-date on recreation current events; visits from the national field staff have been most helpful and encouraging; my own work as a member of the field staff was a wonderful training course for me. For these, and for many other services, I thank the association.

Recreation as a profession is where it is today because of the leadership of the National Recreation Association.

As a pioneer recreation worker myself, I have been closely associated with the work of the NRA for thirty-eight years, and I recognize the great importance of its leadership in the national field.

Josephine D. Randall,
Superintendent of Recreation, San Francisco

ARTS and CRAFTS *International Style*

ONE HUNDRED ARTS and crafts items made by recreation departments in the United States—ranging from beautifully-wrought modern table centerpieces to a wicked-looking primitive boomerang—represented American skill and originality at the fifth Japanese National Recreation Congress in Wakayama Prefecture, Central Japan, August three to six. Similarly, delegates to the National Recreation Congress in Boston, October 1-5, 1951, will see an exhibit of exciting Japanese craftsmanship.

The exchange—the first of its kind between the recreation centers of Japan and the United States—had been suggested by Kenkichi Oshima, Secretary-General of the National Recreation Association of Japan. In a letter to our own National Recreation Association, he stated that one of his congress plans was to include an exhibition of American handcrafts; and he requested "about one hundred different pieces of such articles gathered from as wide an area as possible in your country."

The National Recreation Association then proceeded to invite all public recreation departments and programs to participate in a nationwide competition, stipulating that any hand-made piece could be entered provided that it had been made in the course of an arts and crafts program of some municipal recreation department or of some cooperating agency. (See January 1951 RECREATION—Ed.) Several hundred items—tagged from Florida, Minnesota, Massachusetts, Ohio, Michigan. Virginia, Tennessee, North Carolina, Maryland, Kansas, Georgia, Louisiana, Illinois, California, Pennsylvania and many other states—were received at NRA headquarters for the final selection.

The young, the elderly, the in-betweens had participated, their ages ranging from nine to ninety, and their work including such ingenious articles as placemats made of grass, cotton and linen, silver earrings and pins, pottery, enameled ash trays, cotton toys, pine needle mats. It was difficult for the judges—a special committee of the board of directors of the National Recreation Association—to choose, but the one hundred winning articles finally were selected in May on the basis of originality, craftsmanship, design and usefulness.

Among these was a set of drinking glasses, designed to resemble beer mugs and made from old wine bottles. These involved an interesting crafts process, whereby a string is soaked in alcohol or kerosene, tied around the bottle at the point where it is to be snapped off and then a match is set to it. The bottle is snapped at the designated point as arranged; the remaining portion is smoothed; a handle of wood is attached—and there's the beer mug!

An eighty-one-year-old woman from Kalamazoo, Michigan, had fashioned a stunning blue brooch, butterfly style, from bits of an old nylon stocking, partially bleached. Nylon changes colors in a bleach solution, so fibers were plucked from the solution before the bleaching process was complete and woven on fine copper wire.

Another contribution, from a boy of nine, was inspired by a totem pole on exhibit at a local museum visited by his arts and crafts group in Somerville, Massachusetts. The youngster gathered a wooden dowel, newspaper, string, paper towels, paste and poster paint and created a colorful miniature totem pole.

Many of the American projects were planned by the local recreation departments so that they could be completed in one crafts period. Shell jewelry was much in evidence as well as articles made of wood, copper, aluminum and plaster of Paris. In addition, there were block-printed curtains and drapes, a dry-finger painting—made by using the fingernail instead of a paint brush, a large table mat woven from sedge grass, a striking leather pocketbook, a necktie rack, a leather lamp base, a miniature rocking chair and water well, a ceramic dog, a stenciled towel and apron, a surrealistic painting, a plastic night lamp with a swimming fish motif and countless other intriguing and original objects.

Four NRA officials who acted as judges. L. to r., Thomas Rivers, Mrs. Jameson, Miss Susan Lee, Joseph Prendergast.

During the entire period of creating these items and readying them for the exchange with Japan, participants were encouraged by the thought that here was a further opportunity to build good will among nations. Japan has been particularly enthusiastic about this cooperative venture, maintaining that recreation plays an important part in the rehabilitation of that country, helping to teach the fundamentals of democracy.

As a matter of fact, the National Recreation Association of Japan is patterned after that of the National Recreation Association of this country. Japan sent a large delegation to the first International Recreation Congress held in America and thus became interested in the recreation movement. They continue to look to the NRA for advice.

The only entrance is through instep of Old Woman's Shoe. Just a correct height for children, grown-ups must stoop.

Billie Goat Gruff's castle is source of enjoyment to youngsters. Plenty of large rocks are also available for climbing.

CHILDRENS

This is the story of the building of Children's Fairyland in Lakeside Park, Oakland, California . . . a fabulous little world all its own in a glen of spreading oak trees, where fairy tales and nursery rhyme stories have become real . . . the wish of every child come true!

A beautifully wooded section, on the shore of Lake Merritt in the heart of the city, was selected as an ideal location. Only a few blocks from Oakland's shopping and business center, with transportation handy and ample parking space available, Lakeside Park offered a natural setting for the proposed "land of make believe." The Oakland Board of Park Directors, acting for the city, made the land available, and the superintendent of parks secured costs for the proposed project—seventeen fairy story units, each scaled to child's size and each in its individual setting. The estimated cost was fifty thousand dollars!

With some apprehension, but great enthusiasm, the Lake Merritt Breakfast Club, composed of some two hundred local businessmen and merchants, undertook the sponsorship of Children's Fairyland. By public subscription, and through the cooperation of various civic organizations, the members of the club raised the fifty thousand dollars.

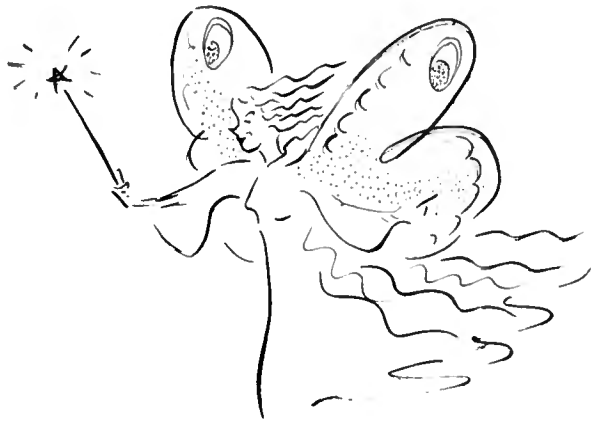
All deposits were made to a trust fund, which was established to cover the purchase of labor and materials, and a trust agreement was drawn up between the Lake Merritt Breakfast Club and the Oakland Board of Park Directors. Control and management of Fairyland, it was agreed, were to be handled by the park department, and a nominal admission fee would be charged as a means of continued maintenance of the project and for new construction. This fee was later determined as nine cents for children and fourteen cents—including two cents tax—for adults.

In November 1948, W. Russell Everritt, a talented local artist, was commissioned to design and build scale models for the various units of the project. As a result, Children's

AUTHOR is superintendent of parks, Oakland, California.

William Penn Mott, Jr.

FAIRYLAND



Fairyland is now a reality—a dream that has become one of the most colorful spots in America, beneath the oaks from which Oakland derived its name. It was opened on September 2, 1950 and, during the first five months, all guesses as to possible attendance were topped with a grand total of two hundred twenty thousand paid admissions.

Entrance to Children's Fairyland is attained through a four-and-a-half-foot door that leads through the instep of "The Old Woman's Shoe." Of course the children march through with heads held high for, after all, this is their realm. Adults must stoop to enter and there is no other entrance. The entire shoe measures eleven feet high and is five feet from the bend of the shoe to the tip of the toe; it is rose-pink in color, with a shingled roof of delft blue, bright pink and green. Inside, colorful flowers bloom in profusion everywhere, giving the entire area a light and fanciful appearance.

Nearby, Little Pig, of "The Three Little Pigs," was smart enough to build a house that would last—a little brick house, only eight feet high, with white trim. The windowbox, however, is pink, as is the little wooden fence that surrounds it. Next to the brick house is the country fair, where the three little pigs, very much alive, can be patted and scratched behind the ears. Off to one side are the wooden and straw houses, which, of course, have been blown down by the Big Bad Wolf.

Popular with the children, too, is "Noah's Ark," which is approached over an arched bridge with rope guard rails. A sign reads "Welcome Elephants, Giraffes, etc. Signed, Noah."

Through the trees can be seen the special home that has been built for "Three Billie Goats Gruff," with plenty of large rocks on which the live goats can climb about. Their castle is chocolate brown with a green tile, slanting roof and an overhanging balcony of bright purple with a daring pink trim for contrast. The bright, colorful bridge also is there, the one which housed the Ugly Troll, in true keeping with the fairy story.

"Goosey Goosey Gander" is one of the loveliest sets in Fairyland, for its bright colors are accentuated by the aqua pool which surrounds the castle with its coned towers of yellow, raspberry and deep purple. The moat surrounding the castle has become a wishing well because the children have made it so, throwing their coins into the water while little eyes are held tightly shut to give more import to their wishes.

To reach "The Merry Miller," you cross the mill-stream to the mill-house with its turning paddle wheel. The mill itself is about twelve feet high. A mother duck and her ducklings live in the miller's pond, where the youngsters may watch and feed them. A flagstone path that leads around the pond is entered through one child-sized gate and left through another.

"Peter Rabbit" and his family live in a replica of a brown tree stump, dramatically trimmed in pink and blue, with a fantastic roof covered with blue and yellow shingles. Oftentimes the children stand around this set and sing "Here Comes Peter Cottontail," while the big rabbit is content to sit munching a carrot and looking at them in wonderment, with side glances at "Farmer McGregor's" vegetable garden enclosed by a fence nearby.

"Willie, the Blue Whale" is truly spectacular as he

> "Children were hugging the iron-grill fence about the Little Red Schoolhouse when I reached it. They whispered and laughed and giggled and speculated: Mary must be at class now and the lamb is waiting for her; he'll wait patiently for Mary to appear because Mary always is good to him. A small square-shouldered boy, with a baseball mitt in his hand, began to recite:
>
> 'What makes the Lamb love Mary so?'
> The eager children cry.
> 'Oh, Mary loves the Lamb, you know,'
> The Teacher did reply.
>
> Besides baseball, he knew his nursery rhymes, too, that boy!—*Sven Skaar*, Trip Teaser No. III."

takes his place in Fairyland, spouting at intervals and attracting attention with his wide-opened mouth and twinkling eyes. He is sixteen feet long and the opening of his mouth is five feet in diameter. Children enter the whale by means of a steep ramp, at the bottom of which is a forty-eight-inch plastic bubble—an aquarium, alive with fish.

"Rub-a-Dub-Dub" is portrayed by three inanimate little men floating in a tub, all in gay-colored garb. There also is "Ding Dong Bell, Pussy's in the Well"; and "Hickory Dickory Dock" is so constructed that when two large white mice run on the treadline, the clock strikes one.

The youngsters delight in Mouse Town. Inside a giant make-believe rock is a little city of white mice living in a glass-enclosed wall, where they may be watched as they play endlessly on the slide and ferris wheel.

There also is a Little Red Schoolhouse, with Mary looking out of the window while her lamb plays in the schoolyard. And close to the center of Fairyland is "Peter, Peter, Pumpkin Eater," a huge pumpkin which has been made into headquarters for a supervised food concession. Children may buy little sandwiches there, animal cookies, milk and candy bars, as well as post cards and small packages of food to feed the animals in the pet ring beside the pumpkin.

A colorful mural of nursery rhymes forms a background to Fairyland. It is eight feet high and sixty feet long, covered with clever paintings of "Pussy Cat, Pussy Cat, Where Have You Been?," "Four and Twenty Blackbirds," "Cat's Serenade," "Hey Diddle Diddle, the Cat and the Fiddle," and "Barber, Barber, Shave a Pig"—while on top of the mural wall sits "Humpty Dumpty" before he had his great fall. The mural has another purpose, too—to screen the rest rooms.

A special area for children's birthday parties, the theme designed around the story of the "Sugar Plum Tree"—

Crowds move past collapsed straw and wooden houses of Three Little Pigs to brick one too sturdy for Big Bad Wolf.

which revolves and is covered with real lollipops—is another innovation. "Giant Joe Bean"—animated with guinea pigs, a colorful British sentry box with a pair of squirrels and a miniature circus wagon, complete with all the gaudy ornamentations of a real circus wagon and housing the "pet of the week"—all bring glee to young beholders.

As host and hostess of Children's Fairyland, two gay little midgets were chosen, Mr. and Mrs. Victor Wetter. In their colorful Mother Goose and Little Bo Peep costumes, they never tire of conducting children through Fairyland, telling and retelling the stories which the youngsters already know so well.

One thing more—no adult may enter through the Old Woman's Shoe without a child, for Fairyland was created for children. It is, indeed, the wish of every child come true—a land of make believe.

TREASURE HUNT

J. Pearl Williams

A treasure hunt is a good way to entertain large groups of tots, teen-agers or adults, for an indoor or outdoor affair for any season or holiday. Clues can be placed in decorated spools (empty sewing cotton spools) or in decorated, empty matchboxes, and a small treasure chest (purchased in a novelty store) filled with candy money can be used as the treasure. Each center should make its own clues, depending upon its size and location. The treasure hunt can lead the group to a games area as part of the program.

In such a hunt at one of the recreation parks in Baltimore, held as part of a July Fourth program, forty-eight spools were decorated—twelve each of blue, yellow, red and green. Two hundred children were divided into four teams, and a captain for each was appointed. Each wore a symbol—hat, tag or something identifying them with his color. The leader gave each captain spool number one of his color. The captain read the first clue to his own group.

Spools may be located by the entire team, but may be picked up by the *captain only*. Also, they must be picked up consecutively. Rhymed clues, such as the following are fun:

Skip where it's green,
There's rope to be seen.

A piece of rope was tied around a tree and a spool placed near it.

Go and find a monkey face.
This will lead you to the place.

A spool was placed near a mirror.

MISS J. PEARL WILLIAMS *is the supervisor of children's activities, Baltimore Bureau of Recreation, Maryland.*

Dr. John W. Best

Do We Educate for Leisure?

HOW CAN THE SCHOOL help young people and adults to develop satisfying hobbies, interests and skills for the more effective use of leisure time?

The literature of professional education has been prolific with high-sounding statements of the objectives of education for leisure time. But too few of these objectives have ever been translated into practice. An examination of many schools today would reveal practices which violate sound education for leisure. We have been guilty of emphasizing education for earning a living at the expense of education for living. Where recreational activities have been introduced into the school program, false goals and misplaced emphasis often have perverted real purposes. The excessively competitive athletic program of the school has been roundly criticized, but comparable abuses and lost opportunities abound in almost every area of the curriculum.

Just how well has your school provided the type of educational experience that makes education for leisure a reality? Perhaps a few questions, with explanatory comments, might serve as a checklist.

1. Does your school provide a well-rounded program of physical education that helps *all* young people to develop game skills in such activities as golf, volleyball, swimming, archery, tennis, bowling and skating? Or does it train a limited number of already well-developed and well-coordinated youth to win games and appear in public spectacles? Are girls given equal consideration? Do your activities develop the type of skills and interests which youths and adults can carry on individually and in small groups after the school phase of their education has been completed?

2. Is your school musical program designed to encourage and give all youngsters an opportunity to participate in playing an instrument, singing and listening to music with discrimination? Or does it restrict these opportunities to those who are especially talented or highly trained? In many schools, the music program is overbalanced in favor of the public spectacle or contest, meriting the same criticism so often hurled at the athletic department. Do your music educators recognize the students' present level of appreciation of rhythm and harmony in folk tunes and swing music as a basis for cultivating interest in more highly-developed music forms? Or are these types of music deprecated as worthless and vicious, thus failing to capitalize on an elementary basis for a more substantial musical taste? The too "high brow" approach often results in an ineffective musical education which fails to lead to the fun and enjoyment that music should provide for leisure hours.

3. Does your school program, through class instruction and school social activities, capitalize on the poise-developing, healthy type of social experiences which help the shy and retiring child to "blossom out?" The teaching of social and square dancing can do much to help young people achieve the necessary feeling of participation and belongingness that comes from active sharing in the social life of the school. Although immensely important during school days, these activities may be continued as satisfying adult social activities.

4. Does your school art program function on a broad basis and recognize the place of the crafts—leather, metal, plastics and wood? Too often, skill in, and appreciation of, fine arts are encouraged, while the work in crafts is treated as a poor relative. This "high brow" attitude often defeats the true purpose of art education and limits the art department in meeting the real recreational hobby needs of a large number of students.

5. Do your courses in English really cultivate a love of good reading, conversation, observation and listening? Frequently, excessively technical emphasis upon structure and the too-detailed analysis of great works kill interest to such an extent that students cease to read serious works when their formal education is completed. Thus they fail to discover the great resources and recreational satisfaction in literature.

6. Do courses in the social studies emphasize the recreational value of travel to national shrines, the possibilities of understanding history through the collecting of stamps, antiques and other objects with historical associations, the thrill of sharing the lives of great men through biographies, the place of folk music and dancing in our cultural heritage, the exciting role of political life and the thrill of working with social service

agencies for the betterment of society? All of these activities have hobby and recreational implications long after school days have passed.

7. Do the natural science courses provide usable information and an awareness of the exciting world of nature—the world of bugs, insects, plants and animals? Do these courses make a hike in the woods a thrilling adventure? Do courses in the physical sciences capitalize on, and stimulate interest in, photography, radio and television, model building, collecting rare minerals and studying the heavens on a starry night?

8. Do the foreign language classes utilize the recreational possibilities of "pen pal" clubs and other correspondence with people in other parts of the world? This interest not only will provide an enjoyable recreation activity for years to come, but also will help international understanding.

9. Does your school provide a positive and realistic program of alcohol and narcotic education that is effective in discouraging the abuse of these dangerous recreational devices? Too often these problems are either ignored or rendered ineffective by a moralistic and "preachy" presentation.

10. Do your counselors encourage students to choose a well-balanced program of studies and musical, athletic, dramatic and other club activities? Or are the non-academic experiences deprecated and considered of lesser value? Are students penalized in academic subjects for their participation in the recreational phases of school life? Are they disqualified from participating in the extra-class program of the school because they fail to meet pre-determined quantitative standards in the academic classroom?

11. Does your school make maximum use of interest inventories, assembly programs, bulletin boards, displays, hobby shows and demonstrations to stimulate an interest in recreational hobby pursuits?

12. Does your school offer any sort of recreational training for the adults in the community?

13. Does your school utilize its recreational facilities during out-of-school hours? Too many schools lock up and stand idle after school, over week ends and during vacation periods, even though there is a crying need for community recreational facilities.

14. Has your school developed a program of camping experiences as part of the educational experience? Better health habits, citizenship, understanding of nature, as well as the development of recreational interests and skills, are more easily developed in the camp setting than in the classroom.

15. Do the teachers in your school have hobbies and recreational interests of their own? Teachers cannot effectively stimulate healthy recreational interests unless they are the sort of persons who have cultivated hobbies and leisure-time interests.

16. Finally, does the educational philosophy of your school recognize the need of education for living as well as education for earning a living? If so, is the objective of helping each student to learn how to have fun, enjoy life and to relax from the stresses of a complex social order implemented by a program that really educates for the best use of leisure?

AUTHOR *is director of student teaching at Butler University, Indiana.*

Social Recreation Leadership...

THE BULLETIN for the social recreation section of the recreation training program, co-sponsored by the State Plan Board and the Department of Commerce as a public service institute in Pennsylvania, outlines leadership methods as follows:

The role of the leader is to:

1. Assume the attitude that recreation is a medium with great possibilities for bringing out the best in a person, not just in the playing of games.
2. Help others to help themselves and to meet their needs.
3. Be a friendly, helpful guide instead of a "director."
4. Be at ease, yet full of life, energy and enthusiasm.
5. Participate in the activity whenever possible.
6. Develop a sense of humor; don't become confused or angered because of mistakes.
7. Be tactful in handling the shy, bashful and poor sports; don't bring about "loss of face" to anyone.
8. Provide opportunities for all to participate and play the role of leader.
9. Stress the fun of the game, not the winning.
10. Generalize about a mistake rather than pin it on one person, causing embarrassment.
11. Emphasize the spirit of play and do not be over-concerned about order.
12. Begin the activities when the first people arrive; don't wait until all appear.
13. Smile; don't be a sourpuss.

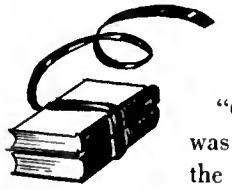
The role of the leader in teaching a game is to:

1. Get the group quiet; don't shout to do it.
2. Get the group into the correct formation before starting explanations.
3. Know the rules thoroughly.
4. Make the directions brief; explain enthusiastically.
5. Choose carefully; don't have too many participants in relay games; takes too long to complete.
6. Have the group learn the activity by doing it.
7. Lead off the game yourself.
8. Be patient.
9. Move from one game to another quickly.
10. Move to another game if one holds no interest.
11. Use suspense in games.
12. Make the competitive games unique by matching girls against boys, wives against husbands and so forth.
13. Interest the sidelines; be sure to give them something to do, such as keeping score, clapping, singing.
14. Stop before interest wanes and fatigue sets in.

School Days

—Does Fun Pay?

Mrs. Ellen P. Taylor



"Coming to the party tonight?" was the question that buzzed about the crowded rural schoolroom every time the teacher was off guard that February Friday. Gay scarfs worn on the heads of the girls gave promise of curls for the party. Shy, admiring glances of the teen-age boys, accented with a wink, flashed the question: "Will you be my partner tonight?"

At recess, base and even dodge ball momentarily were forgotten as the excited children gathered in groups. From the huddles could be heard such questions as: "Upon which committee will you serve? What are you going to wear? Do you think that Pat and Dora will teach us some of the new dances they learned at the recreation school?" This went on until the school bell called them back to books.

"Play Night" was a happy time for the children. After a few feeble attempts at formal lessons, their teacher knew that any purposeful work that day must follow their interests. An outburst of applause greeted her suggestion, "Let's talk about the party!" The informal discussion was guided to such subjects as party etiquette, history of St. Valentine's Day, courtesy and cooperation in play.

The arrival of the school bus abruptly ended the discussion. Only the decoration committee remained. Soon gay red paper hearts and vases of white flowers gave the room a festive appearance. Left-over red Christmas candles added color. The children pushed the desks aside and, with a few whisks of the broom, finished their job.

Now the room was quiet again and the teacher paused to rest and ponder a little before going home. She thought: "Why do I let myself in for all this extra work?" Her only answer for a tired self was: "It makes the children so happy."

Margaret E. Mulac in the foreword of her book, *The Game Book*, maintains that "Recreation is as much a part of living as eating. Furthermore, when we stop playing, our minds become starved and something vital in us dies. In recreation we find a means of self-expression so often times denied us in our jobs. Through creative forms of play, we rebuild what the tensions, disappointments and rush of normal living have torn down."

This teacher had concrete evidence that playing together helps people to understand each other, to be more tolerant, more cooperative and to be appreciative. Had she not seen the weak PTA of the three-teacher school take on new life? "Pot Luck" suppers had transformed it into an enthusiastic working group of people, fifty men and women. Dominoes, folk dancing and group singing were included in the added social hour and now the people did not want to go home.

How proud she and her two assistants were of the basketball court, swings and see-saws built by the male PTA members! This work was a real manifestation of their new belief in the mental and physical benefits of play. Her thoughts raced on as she rested there in the stillness of that quiet room where she had labored so long. She remembered how "Play Night" programs at the school had overcome a long standing community prejudice against dancing. Crowds who came to the affairs overflowed into the schoolyard. She recalled that people from other communities had come to observe and to get information on this recreation program. Her 1938 Chevrolet had carried these three teachers many miles to demonstrate the fun of folk dancing. The two National Recreation Schools which they had attended in 1935 and 1937 had sold them on the ease and the fun of directing play.

Howard Braucher, former president of the National Recreation Association, stated: "Recreation must be caught; it can't be taught." Of this fact she was fully convinced now, for many groups in the county were meeting regularly to play together. The labors of these teachers in behalf of healthful recreation had not been in vain.

Author, a school teacher of Burnsville, Alabama, first realized the value of good recreation leadership after attending one of the NRA recreation leadership courses.

"Just what does it take to be a leader?" she thought as she began to take stock. Her answer came: "A love of rhythm and music, a real desire to learn to play, a lot of patience and a good sense of humor. Not even a piano or record player is necessary. Both can be quite useful, but the shuffle of feet, the clapping of hands and singing can be substituted."

The sudden consciousness of the red heart decorations about her brought her reverie to an end. She hurried home, for the magic hour was near at hand. Upon her return, she found sixty excited children, from the 4-H Club, who had responded to a rhymed invitation written on a valentine:

You come to our party
It's going to be fine
You can play funny games
Dance with your valentine
Schoolhouse 7 P. M.

As soon as the doors were opened, in flocked a troupe of well-dressed youngsters. Two student leaders had planned a well-balanced program for the evening including a mixer, folk dancing, quiet games, a guessing contest and a mind-reading stunt. When the fun was at its highest pitch, the games were concluded and the children were seated for refreshments—drinks, heart-shaped cookies, sandwiches and candy donated by the mothers.

The teacher had to whisper to a small boy to serve the red candy hearts to the guests first. The temptation to help himself apparently was stronger than his will to observe all those rules of good etiquette upon which he had agreed during the afternoon discussion.

The children loved to play and left reluctantly after three hours of fun. The boy with the pocket full of red hearts called back, "When will we have a Play Night again?"

Such scenes are duplicated on 13 playgrounds.

Eunice Ware

The Goblins Phone on Halloween

EARLY IN OCTOBER, the annual Halloween problem loomed on the horizon for the recreation staff. Already the playgrounds were buzzing with the children's spooky and mischievous schemes. The recreation department was groping for some device to keep the youngsters off the streets and out of trouble. But what to do?

In the past, it had been our custom to have the children gather at the thirteen playgrounds, where supervised programs included huge bonfires, costume parades, apple bobbing and other appropriate activities. As soon as the playground bonfires were extinguished, however, the children would start out "on their own"—and then trouble.

But, this time, someone had a really brilliant inspiration—a radio give-away program. Much discussion and planning finally developed a well-organized "Goblin Give-Away Show" over Station WMC. Every child who attended a playground Halloween party registered, giving name, age and telephone number. At eight-thirty on the eventful evening, all of these slips were collected and taken to the radio station.

The children were told that no prizes could be won unless they were at home to receive the calls. Some were so eager to get home that they left their own playground party even before the refreshments! All personal telephone conversations in local homes were practically at a standstill during this magic time. Susie or Jimmy would say, "Dad, please don't use that phone. The goblins are going to call."

The merchants of Memphis were most cooperative in donating all of the prizes—including bicycles, radios, tricycles, footballs, shoe skates, dolls, clothing and so on.

Owing to the large number of prizes, the radio program lasted a little longer than expected and some youngsters who had to be awakened were almost too sleepy to talk. But the "Goblin Give-Away Show" went down in history as a great success and the Memphis Recreation Department's master stroke of all times. It gave the greatest amount of pleasure and anticipation to an untold number of children and, we hope, saved some parents from getting additional gray hairs on this particular night.

It would be hard to evaluate the program in terms of safety, education and healthful recreation. The comments from the safety squad, police and press all were most laudatory. "I definitely think that this ought to become an annual event," said John Vesey, park commission chairman. "The prospect should be studied thoroughly, then enlarged to become a city-wide event with churches, civic clubs and everyone else participating. It can be a wonderful thing for the city."

Thus, this year, the department plans to make this program "bigger and better," profiting from its experience.

EUNICE WARE *is the supervisor of dancing and dramatics in the Memphis, Tennessee, Department of Recreation.*

A Cooperative Countywide Recreation Program

Los Angeles County in California offers an outstanding example of a recreation program conducted by a county parks and recreation department in cooperation with the school authorities. In view of the tremendous growth in population of the county during the postwar years and the corresponding increase in demand for school facilities, many school districts in the county purchased new sites and erected new schools. The demands for supervised leisure-time activities also rose appreciably and since, in many communities, the only available recreation facilities were on school property, it was natural that the school should become the center of the recreation programs that were established.

Leadership

Responsibility for providing the leadership used in the cooperative program rests primarily with the County Department of Parks and Recreation. Based upon requests from the school districts, a budget of $161,768 was allocated to the department by the county supervisors to finance this program for the current fiscal year. A total of 262 recreation leaders were assigned by the department to conduct activities at 157 schools in sixty-five school districts. Year-round, after-school activities are presented on sixty-six school playgrounds within the unincorporated communities. The school districts, in turn, provide the necessary equipment, supplies and facilities required for the playground program.

Supplementing the county staff, a playground or recreation director was hired by the majority of the school districts to coordinate the playground programs; in many cases, the municipal department in incorporated cities assists with personnel to make the program a three-way venture. In school districts which include several schools within their boundaries, additional personnel are employed or the salaries of the personnel assigned by the Department of Parks and Recreation are supplemented. In this way, a more direct responsibility is placed upon the summer personnel to safeguard the property of the school and to develop a more complete community recreation program. Such matters as personnel time and reports, equipment, supplies, use and care of facilities and programs become their direct responsibilities.

On each of the school playgrounds, recurrent county personnel from certified civil service lists have been assigned to conduct the summer and/or year-round programs. Additional assistants are employed in some communities to help with special activities, such as crafts, storytelling, movies, puppetry and swimming. Skilled volunteers assist with children's activities on many of the playgrounds in order to broaden the daily program.

Program

During the summer, the school playgrounds are open six to eight hours a day, Monday through Friday and, in many instances, on Saturday and Sunday afternoons. Where floodlights and other night facilities have been available, evening programs have been conducted. The program varies according to the needs of each community, but a general over-all pattern is divided into five classifications as follows:

1. *Classes* in crafts, music, puppetry, dramatics, storytelling, swimming and dancing.
2. *Supervised play and tournaments* in ping-pong, checkers, chess, marbles, jacks, tetherball, shuffleboard, softball, caroms, ring toss, table games and quiet games.
3. *Special programs*, usually on a district-wide basis, including carnivals, talent shows, picnics, softball finals, sports skills tournaments, pet shows, crafts exhibits, doll and hobby shows.
4. *Family night programs*, including watermelon feeds, potluck dinners, social games, movies, softball games, square dancing and community fun nights.
5. *Teen-age activities* in crafts, square dancing, girls' softball, teen-age canteens, fathers' and sons' games and banquets, mothers' and daughters' softball games and luncheons.

Facilities

Almost every school made at least one room available for indoor activities, with several rooms used at some schools. The cooperation of both school and municipal officials in furnishing indoor and outdoor facilities has been excellent. Among the types used, in addition to school buildings, are city parks, auditoriums, swimming pools, band shells and youth centers. Increasingly, school grounds are being lighted and, therefore, available for night use. Buses provided by many districts make possible a broader program by the inclusion of such activities as

* From a report issued by the County Department of Parks and Recreation and the County School District, Summer 1950.

swimming, picnicking, interschool programs and contests, club meetings, excursions and field days. In some districts, buses are used to transport children to and from the playground daily, thus greatly enhancing the usefulness of the program.

According to a bulletin issued by the County Department of Parks and Recreation, the success and growth of the cooperative program have stemmed from a variety of reasons, some of which are:

1. A genuine desire on the part of the officials of the public agencies involved to cooperate in providing adequate recreation activities while giving due respect to one another's problems.

2. The recognition of the need for instructive and constructive leisure-time activities on a community-wide basis.

3. The desire to utilize all of the existing facilities in order to serve better the people through adequate, well-coordinated community recreation programs.

4. The ability of the local school districts and the city governments to combine resources and utilize the facilities of each in order to offer a broader program with which to satisfy the recreation needs of the community.

Experience, recognition of the individual's recreational needs and the desire to serve the people have resulted in an increase in the variety and type of recreation opportunities presented in the county-school cooperative playground program in Los Angeles.

Florence Birkhead

Ground Billiards

Three old-timers measure shots; boredom isn't their problem.

THE ONLY GROUND BILLIARDS group known to be in existence in the USA today is the Mosswood Men's Club in Oakland, California, operated by the Oakland Recreation Department. An import from France after World War I, the game—as the name implies—closely resembles table billiards. It is played on a thirty-by-sixty-foot clay court, with six-inch high wooden pads forming a wall around it.

The game is for foursomes, and twenty-one points make a game. A white key ball, four red and four blue balls are used. The white ball is rolled from the upper end of the court and the colored competing balls are lagged at the key ball.

This unusual game is the favorite pastime of some forty men whose average age is sixty-five. The senior member of the club is eighty-four and takes his turn at brushing off the court before a game. Boredom isn't a problem among these oldsters who resort to chess, five hundred, pinochle, checkers and canasta when waiting their turn on the court.

Twenty-two years ago, one of the present members, who keeps his age quiet but admits to having his third set of molars, put up a sign, MOSSWOOD MEN'S CLUB, on a small hut adjoining the Mosswood Playground. The sign is still there and this member has rarely missed a day at the court since his retirement from business years ago.

A majority of the men are retired and many bring their lunches to the club. "Haven't missed a day this month!" is the proud exclamation of many in the group. No dues, no charges, no rules is their creed. "Come once—and you are up early the next day for your return."

A small gate leads to the court and hut, which are completely secluded from the eyes of the passerby by large shrubs and trees. Many Oaklanders are unaware of its existence. The sign over the club is a quiet reminder that women are not permitted or wanted there.

The game is recreational for all—therapeutic for many. Ask Tom Laney, whose doctor told him many years ago to be quiet and rest. Tom joined the group—his doctor hasn't seen him now for five years.

Adventure and excitement have filled the lives of these men and their storytelling and reminiscences will hold any listener. Gold digging days, the city's old buildings and saloons, the belles of another day are among the tales and conversational topics of this lively group.

The Oakland Recreation Department has scouted the major sporting goods companies in the country for the original balls used in ground billiards but have had no success. The substitute balls have taken on odd shapes from years of usage. Every now and then a few new wooden balls replace lost or badly shaped ones but, as the oldsters say, it "sure upsets our game to use new ones!"

Author FLORENCE BIRKHEAD *effectively handles publicity for the Oakland, California, Recreation Department.*

Halloween in Olde Alexandria

These adult scarecrows won prizes at costume ball.

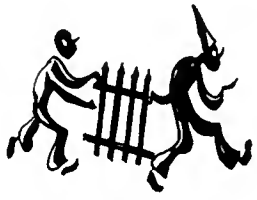
THERE ARE 9,465 CHILDREN in Alexandria, Virginia, between the ages of six and sixteen years — and all celebrate Halloween.

For at least two hundred of the two hundred one years since the historic town of Alexandria was founded, good people in the community have been trying to channel these youngsters away from soaped-up windows, broken gates and wrecked public shrines on Halloween Eve. In 1950 they did it.

Together, the Alexandria Recreation Department, a local civic-minded skating rink manager, the Alexandria Optimist Club, Community Chest youth agencies, schools and churches came up with six Halloween parties that drew 4,040 youngsters off the streets.

The partying started at three-thirty p. m. when the Alexandria Roller Arena opened its doors for two hours to youngsters fourteen years of age and under for a costume skating party. Free refreshments, free hats, free skates and free admission were offered, and the skating rink and recreation department staff were on hand to keep order. A total of thirteen hundred youngsters turned out for the party.

By seven p. m., when vandalism usually moves into high gear, the doors of the city armory and two boys' clubhouses were thrown wide to two thousand two-hundred "bewitched" boys and girls ready for a night of howling. The Alexandria Optimist Club had arranged free refreshments and a night of games for every youngster in town who wanted to celebrate.



Children came in costumes, and ate hot dogs, doughnuts, soda pop, bobbed for apples, won prizes and played games until pure exhaustion drove them home to bed. Members of the Optimist Club joined the parties to have as much fun as did the youngsters. The parties were held in three central locations, handy to adjoining residential areas. Meanwhile, at the community recreation center, five hundred senior high school students, between the ages of fifteen and eighteen, were having a masquerade party and dance, from eight to ten-thirty p. m.

More mature-minded teen-agers, who were not at Optimist parties, had their celebration at the Charles Barrett Teen-Age Center during the same hours. Approximately one hundred were on hand for social and square dancing and games. Adults also were taken care of in scores of private and club parties and by an adult costume ball at the community recreation center.

To gather public support for the away-from-vandalism drive, the recreation department supervised a publicity program and the Optimist Club printed over five thousand billfold-sized cards listing the Halloween celebrations.

The police department, following its yearly custom of putting every man on the force into uniform and on the streets to keep order, was cheering. Said Police Chief Edgar Sims, "Vandalism was at a minimum." Fire Chief Bernard Padgett reported "not one false alarm."

City recreation department director, Eugene Barnwell, was equally pleased. "The success of this cooperative program is heartening. Members of each agency and of the participating civic clubs are eager to continue joint promotions which will capture the imagination and benefit the participants."

Plans of the recreation department for Halloween, 1951, are even more extensive. They include several parades in different sections of town, with children participating in costumes, climaxed by a huge bonfire outside of the city's largest stadium. After the burning of the goblins and bad demons, a gala show will begin inside the stadium. On the program will be a parade of floats and costumed pranksters.

The Optimist Club again will furnish hot dogs and drinks free. It is hoped that Alexandria will be able to have a window-decorating contest and another free skating party. The nearby tennis courts at the stadium will be lighted for dancing for teen-agers and adults after the stadium show. Movie thrillers will be shown at several centers from nine to ten-thirty p. m. Halloween activities and lots of fun should make everyone ready to welcome Mr. Sandman.

Submitted by Alexandria, Virginia, Recreation Department.

Song Leaders in College

A pharmacy major lines up his fraternity brothers for a quick run-through of "Stairway to the Stars."

AUTHOR ROBERT B. WALLS *serves as director of the Department of Music, Oregon State College, Cornwallis.*

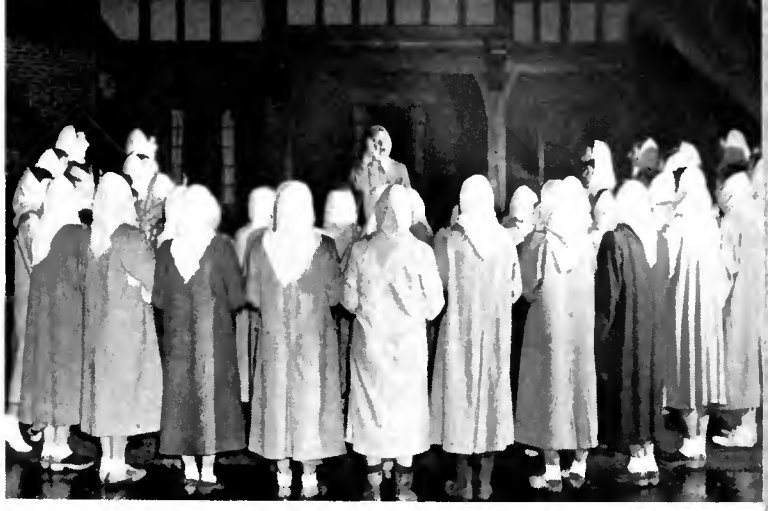
The prosaic academic listing in the Oregon State College catalog reads "Choral Conducting, two credits, Tuesday and Thursday, one o'clock." That the course is anything but bookish and stuffily academic, however, is rapidly made apparent to the aspiring chorus directors who enroll, and any who fatuously sign up in expectation of making an "easy credit" soon head for the nearest door and a change of schedule. "One o'clock Tuesday and Thursday," indeed! It's as likely to be midnight Sunday when the instructor meets his students; but let's start at the beginning of the story of choral conducting activities at OSC.

First of all, Oregon State College is a "singing campus." Within the department of music we have: 1) a men's glee club, averaging (in pre-draft days) eighty members; 2) a women's glee club of one hundred twenty; and 3) a mixed choir of fifty selected voices. These choruses meet regularly at specified times for rehearsal under the direction of the writer and Professor Donald Sites. In addition to appearing frequently before clubs, conventions and other group meetings, they present several concerts a year, featuring everything from the great masterpieces of choral literature to novelty and humorous songs and an occasional "pop" tune. There also are a symphony orchestra, three bands — including a smartly-dressed marching band, practical instruction in voice, piano, organ and the instruments of the band and orchestra and other music courses offered by a staff of eight teachers.

All this is in a college which is designated as a "technical school" by the Oregon state system of higher education—a college where stress is placed upon the sciences, with no provision for major emphasis upon liberal arts—although music is recognized by the administration as having a vital contribution to make to the complete education of the student. Every effort is made to offer opportunities in music study short of going all out on a major curriculum. Oregon State College students look upon music as medicine for tired bodies and minds, as a morale builder, as their choice of the finest type of recreation. Music is an outlet, a means for expression, and devoted members of the concert organizations guard jealously their rights and privileges of belonging. The engineers, scientists, secretaries, pharmacists, business executives and other "technicians" who take a music course do so because they *want* it—not because it is required of them.

In addition to the courses and organizations set up within the department of music, virtually every fraternity, sorority and dormitory group on the campus of five thousand students has its own student-led "house chorus," whose regular activities include, in addition to the annual

Robert B. Walls



The girls go serenading in the rain of Oregon mid-winter evening, led by School of Business and Technology Senior.

interfraternity "sing," serenading the campus at any, and all, favorable times, providing music—spirited or sentimental as the occasion demands—for mealtimes, firesides, picnics, Mother's and Dad's Days, Christmas caroling parties and anything else some inspired collegian might dream up. And this is where the course in choral conducting fits into our story.

Established two years ago and placed under the direction of Professor Sites, the course originally was intended primarily for the training of those students expecting to teach in the high schools who want to have some preparation in music along with their subjects of major teaching interest. However, before the opening days of the fall term, a letter was sent from the office of the director of the department to every "house" song leader, stressing the practical avocational values of choral conducting and inviting each to join the class if he could fit it into his already crowded schedule. The response was excellent, a total of thirty aspiring Fred Warings showing up. At the first meeting of the class, Mr. Sites announced the requirement that each student have his own chorus, to conduct somewhere on the campus or in the city, and that those who had none "ready-made" for them in their living group go forth and promote the organization of such an ensemble. That policy is paying off handsomely in the number and quality of choruses functioning on the campus and in the city. The student conductors schedule and plan their own rehearsals and select their own choral literature, bringing their problems before the class for discussion and clarification during regular meetings. Such matters as elementary conducting technique, voice testing, rehearsal procedure, the personal attributes of a good conductor, production of good tone quality, breathing to sing, diction, intonation, posture, blend, balance, phrasing, attacks and releases, interpretation and expression are considered in class. Another project is the arranging of a favorite song —usually a fraternity or sorority song—for chorus.

Each conductor is required to present his chorus at least twice during the twelve-weeks' term for the inspection of Professor Sites, who offers such on-the-spot assistance as he feels is necessary and desirable. These "auditions" invariably fill several evenings for the instructor, as he must go from one church or fraternity house to another to hear the choirs at their regular rehearsals. These, in the case of the campus groups, are usually any time from ten p. m. on toward the wee hours of the morning, when the leader can be sure of having every member of his gang on hand. Within a day or two following an audition, the student is called in for a private conference, and Professor Sites endeavors to throw light upon every facet of his conducting.

Further opportunities for directing under the eye of an instructor are given those embryo conductors who also are members of one of the college choruses as, indeed, most are. They serve as section leaders whose duties include taking roles, drilling their own section (soprano, alto, tenor or bass) on passages difficult to sing and handling rehearsals of the full chorus. The more accomplished among the class may also be assigned to the conducting of a song or two in a public concert given by the choir or glee club of which he is a part.

As in all school classes, there comes the inevitable day of reckoning, when a grade must be given and, in the choral conducting class, the final grade is based upon:

1. The extent to which a student has developed general conducting techniques.
2. The student's success in making a choral arrangement of a piece of music and the performance of that arrangement by his chorus.
3. The spirit and quality of the singing within the chorus which the student has organized and developed as his project.
4. Participation in class discussions and demonstrations.
5. A comprehensive, written final examination.

The introductory first term of work is followed by a second course, which is more specialized in its content and is meant to furnish the more able conductors with materials and methods of operation not covered in the first twelve weeks. In addition to continued active choral directing, emphasis is placed upon a survey of suitable music published for amateur choirs, planning and organizing of "community sing" programs and program building for church and civic choirs.

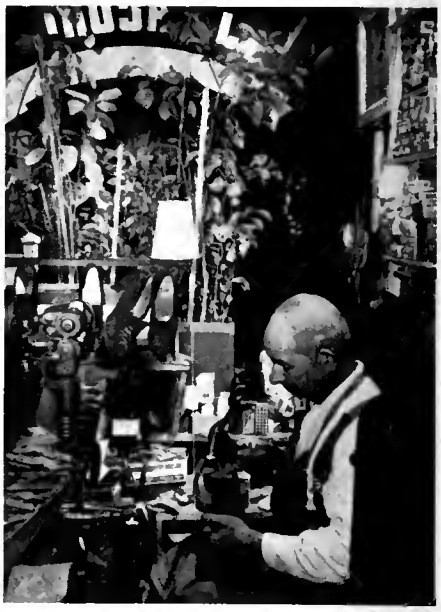
With the exception of the aspiring high school teachers in the class, not one of the members expects to use this specialized skill and training in a professional capacity. Many will use their new-found knowledge to enrich their own lives and the lives of their friends through recreational singing in communities where they live. Here are next year's leaders of the church choirs, civic choruses, service club songsters and the glee clubs in the communities where they find their life's work.

Truly can it be said that these Oregon State College students of choral conducting "learn to do by doing."

Hobbies

A Jungle from Table Seeds-

Meyer Berger



NYC cobbler working against background of fruit trees raised in spare moments.

GIUSEPPE ARCURI, the cobbler, pegged a dainty slipper heel in his tiny shop at 241 East Fifty-fourth Street in New York City. Late afternoon sun struggled through the living jungle in the shop window and traced lovely leaf patterns on the cobbler's white thatch, on his white shirt and on his blue work apron.

When all the tiny pegs were used in the slipper, he told, in broken English, how he had come to create the window jungle and the lesser jungles in pots and faded old tubs on the worn shop floor. He said that it was hunger for green things—for the greenery he had known in childhood in Cianciana near Palermo, where he was born sixty-seven years ago.

Two tubs and eight old flowerpots hold the soil that nurtures Giuseppe Arcuri's miniature window groves. He bought the soil from a First Avenue florist and has enriched it through the years with bits of leather scrap. He says that leather scrap is good humus.

The shop window is barely five feet wide and less than eight feet high. The whole shop is barely ten feet by ten, except for three feet separated from the front by a lively magenta curtain. The shop itself huddles between a tenement and another red-brick dwelling.

The jungle includes orange trees, a fig tree, a grape vine, avocado trees, grapefruit trees, a lemon tree, an almond bush, clusters of Spanish peanuts, two tangerine trees, two varieties of chestnut trees and a date palm. All have grown from fruits and nuts that Giuseppe and Jacquelina, his spouse, have eaten at their own table.

Giuseppe is a little man, barely over five feet in height. Jacquelina is rather on the large side. He wears modest white and his work apron. She seems to favor ripe reds and lush greens. They work together to keep the jungle thriving. Customers ask so many questions about the plants that the pair have laboriously worked up little signs to identify the various trees in their grove.

The grapefruit tree in the window is seven years old and stands four feet high. The orange tree beside it is two and one-half years old and barely three feet high. The tangerine and lemon trees are five years old; the chestnuts, two years old; the avocados, in various stages from the rooting stage in a glass jar to almost four feet in height in the tiny window. Toy iron deer mince under the trees.

Giuseppe explains: "It is this way; I eat a grapefruit and I put the seeds aside. The poor seeds thin and wither. The better seeds stay fat and it is the fat ones I choose for the planting. It is so with date seeds that grow the palms, with the grape seed and with all the seeds from the things we eat."

And there are evils in Giuseppe Arcuri's hand-made window Eden. The little mice, as he gently calls them, come when he closes the shop at ten o'clock each night. And the second evil is the gasoline-and-soot-laden air that would choke the leaves to death. Jacquelina tends to this evil. Each day, with a cloth held briefly under the water tap, she wipes each separate leaf tenderly and removes the sooty crust that would — as she puts it — "make the pretty green leaves to die."

There is a second grove that the Arcuri's tend — eight ailanthus trees which thrive in incredibly poor and skimpy soil on the Fifty-fourth Street flagstones. One is ten feet tall and towers over the tiny shop's roof. The others, only a few inches high, are directly under the shop window, in a little row.

Giuseppe says: "In May, sidewalk trees tell me when spring has truly come. In June, July and August their leaves are my only awning. They cool me and Jacquelina. In the fall they glow and die, and we know from them that summer is ended. The trees are our pleasure. They are a gift from God."

Reprinted through the courtesy of The New York Times.

PLAY-ABED KITS

Viva Whitney

We call this box our Play-Abed Kit. The idea originally was intended to be a service of the recreation department in connection with a loan service, enabling the children who had opportunity to attend crafts classes to share their opportunities with children who were confined to their Rutland, Vermont, homes.

At the present time, it is being carried on by several individuals and groups as a service project. One of our Girl Scout groups is constructing eight complete kits for the Crippled Children's Home.

These are things we keep in mind when assembling items for the kit:

1) They must be things a child can do with a minimum of physical effort.

2) They must not require prolonged concentration.

3) They must not be messy and spillable.

4) The child must be provided with a purpose for using the materials.

5) Inexpensive materials must be used, mostly scraps.

6) The techniques must be simple enough to be understood without the services of an instructor.

7) There must be an opportunity for originality and continuing interest.

8) *Everything*—even a pin or piece of thread that may be found in any household—must be included in the outfit. The mother of a sick child is a busy mother, often a worried mother. It takes time to collect pins and needles, thread, crayons and paste from about the house.

The container or trunk in which the individual boxes are packed may be as elaborate as one wishes. We have found wooden apple boxes easily obtainable and very practical. We cover them with wallpaper, cloth or oilcloth. The complete kit consists of:

1) A large box.

2) A basic kit holding simple tools, crayons, adhesives.

3) From twelve to twenty various-sized boxes, each unit containing everything necessary for the construction of some simple object (with the use of tools and supplies in the basic kit).

4) A letter to the mother explaining the purpose of the project and some simple hints about its efficient use.

5) A letter of greeting to the child, telling him that this will help him to make things if he always puts his tools back in the same place.

6) A note with each unit, giving any written directions needed and suggesting purposes, uses and further explorations in this particular interest.

We believe this to be a fine service project for any group wishing to do something for children who are ill. It can be used for the child who is in bed only a short time by having fewer units; in fact, only one or two, with the basic kit, make a very acceptable present.

The projects which we suggest are suitable for boys and girls from five to twelve years of age. They are simple, but each presents some element of surprise, some novel use of material that will be challenging.

In the organization of this as a service project, you need to think through very carefully the following procedures and decide upon the best way for your own particular group.

1) The collection and handling of the materials needed.

2) The construction of the actual boxes and samples.

Letter to the Mother of the Child

Dear Mother of the Stay-Abed Child:

Knowing how busy you are, we have tried to gather together odds and ends of materials with which a child who has to stay in bed likes to play.

The kit provides a place to keep the tools and materials most often used and it may be hung upon a chair, fastened to the headboard or to the springs under the mattress. We know that there are many values to the child in having the opportunity of caring for his own tools. Therefore, we have packed each project separately so that he may put it away himself.

We suggest that he not be given more than one box a day and that, if he seems happy and interested working upon some particular project, several days elapse before he receives another box. On the other hand, it always is wise to put one project away just before he reaches the point of "being sick of it," and then return to it at a later date when it again will have the appeal of "something new." He should then be encouraged to find new ways of using any skill he has acquired.

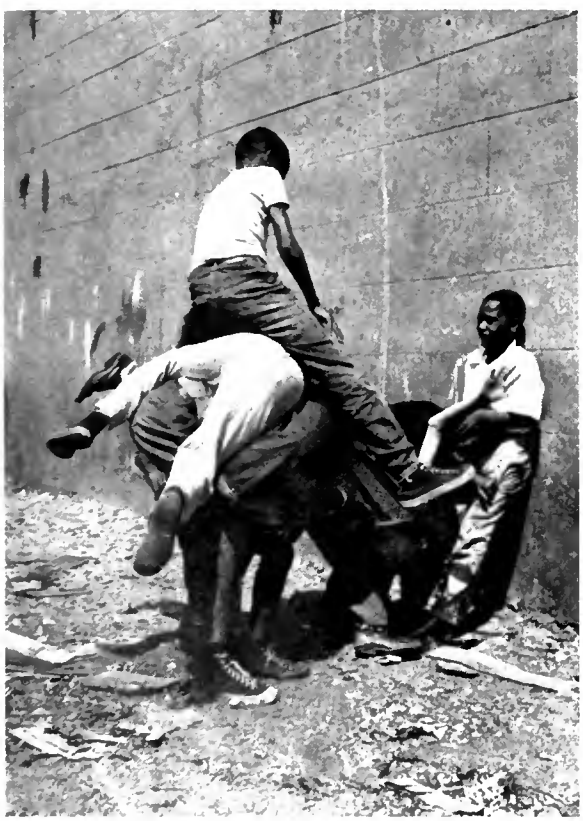
The sick child always needs to do something for others, so this will give him an opportunity to make "samples" of things to send to a friend who is ill, to his schoolmates or to some members of the family.

Author *has been arts and crafts director, Rutland recreation director; is now with Rutland Girl Scout Council.*

Brueghel'

Jacks—Six-pronged metal pieces and a rubber ball are used by these youngsters in variation of ancient "Astragals."

Guess Which Hand—The origins of this game presumably go back to prehistoric age, imitating native rite.



Buck-Buck or Johnny-on-the-Pony — Described by Petronius in the first century.

Crack the Whip—Perhaps this game—so thoroughly enjoyed here—or tug-of-war, is the sport Rabelais calls "Pull Yet a Little."

ames -- TODAY

Follow the Leader—This game probably derives from children's aping of adult religious dances.

WHEN PHOTOGRAPHER ARTHUR LEIPZIG recently saw a picture of Pieter Brueghel the Elder's famous painting, "Children's Games," he was struck by the resemblance of games of nearly four hundred years ago to those one sees today. There are many similarities proving that boys and girls play in 1951 about the same way as they did in Flanders in 1560.

Brueghel was a typical Renaissance man, with an exploring and inquisitive spirit. With a broad and rich humanity and a sort of Homeric laughter, he investigated contemporary life, embracing the bawdy and the beautiful, the scatological and the sublime. Every activity and mood of man were suitable subjects to be recast by his gifted brush into paintings of extraordinary unity of design and color. In such an early work as "Children's Games," his interest was still encyclopedic: the painting is a visual handbook. Indeed, it is said to record all 154 games which Rabelais listed as those Gargantua played in his fabulous childhood.

Parallel Bars—The Ancient Greeks knew them, too, and pictured the sport on vases and urns.

The origin of most of the games depicted by Brueghel goes back much farther than his sixteenth century. Many of them are ghostly re-enactments of primitive rites. Games like "London Bridge," for example, with the capture of a player and a forfeit, probably reflect the period when building a bridge involved human sacrifice to propitiate the water spirit.

Homer, Virgil and Ovid refer to balls, dolls and hoops, and Petronius describes "Buck-Buck," when one lad climbs on another's back and says, "Bucca, bucca, quot sunt hic?"—"Buck, buck, how many is this?" The ancient games of "Astragals" and "Knucklebones" were prototypes for both dice and jackstones. Greek women and girls played the latter with five pieces of bone, and both presumably are degenerate forms of early means of divination. Despite variations and new materials, children's games are timeless and unusual.

Leap-Frog—One of many leaping games deriving from old rites to encourage grain to grow tall.

Reprinted from the New York Times Magazine.

Recreatio

THE PEOPLE OF MINNESOTA, under the inspiration of Governor Luther W. Youngdahl, not long ago approved expenditures of money and recognition for the men, women and children in the state hospitals. This expanded mental health program has brought new hope to patients in institutions for the mentally ill and mentally retarded. Expert psychiatric knowledge and clinical team approach have brought modern methods to the assistance of one patient times 14,550—the hospital population.

DR. RALPH N. ROSSEN, Commissioner of Mental Health, has recognized the true place of recreation in the daily lives of mental hospital patients. These activities are just one phase in the new deal for mentally ill persons in Minnesota. Expanded psychological services and top-notch psychiatric consultation services are available. Psychiatric social work in the hospital and follow-up clinics in the community are basic in the guidance of patients returned to society.

In addition to the eight psychiatric hospitals, there is an institution for epileptics and one for the mentally deficient. Seventy-four recreation workers and leaders are currently entrusted with the responsibility of providing an activity program that is therapeutic and meaningful in the lives of these handicapped people. The present ratio of recreation workers per number of patients is one to one hundred ninety-five. Within the coming year, a ratio of one to ninety is sighted as an obtainable goal. This new-found recognition of recreation as a therapy in state hospitals has brought varied problems. However, through professional education for recreation leaders, in-service training, effective supervision and good interpretation, it is hoped that the place of recreation activities in the hospital setting will be accepted by the medical profession with enthusiasm.

Minnesota's psychiatrists have reiterated the need of providing activities for all patients, particularly those who are on the "back wards." It is especially challenging for the recreation worker to be able to carry on a simple or complex program of events for these men and women who have been forgotten for so many years. This one-patient stress has characterized the activation approach which, of course, requires the services of many trained leaders. Skilled leadership has become an effective substitute for mechanical restraints!

Civil service has provided a machinery through which applicants can be fairly tested and screened for this specialized work. In the autumn of 1949, the provisional positions of Recreation Worker I and Recreation Worker II existed with salary ranges of $189-$219 and $224-$264 monthly. Of course, these salaries were inadequate to recruit highly skilled personnel. The Civil Service Department recognized the need for at least minimum salaries for trained persons as it approved a new salary schedule. The current hospital recreation positions in the classified service of Minnesota State Civil Service are as follows:

Position	Monthly Salary Range*
Recreation Worker	$189 - $219
Recreation Leader I	204 - 244
Recreation Leader II	244 - 284
Patient Programs Supervisor I	300 - 350
Patient Programs Supervisor II	421 - 481

The basic minimum qualification for the Recreation Worker level is high school graduation and experience in recreation programs. At the present time, about eighty per cent of the people in this class are college graduates with majors in physical education, psychology, sociology or allied fields. The positions above the Recreation Worker level include bachelor or master degrees in recreation as desirable preparation. In various cases, some of the leaders in these positions have equivalent experience backgrounds which act as most acceptable substitute requirement fulfillments. Each institution has a number of Recreation Workers and Recreation Leader I's, who are responsible to the Recreation Leader II. The Recreation Leader II supervises an average staff of eight persons in a hospital. There is a Patient Programs Supervisor I in each hospital who is generally responsible for the over-all professional supervision and administration of recreation as well as having administrative responsibility for the occupational therapy activities. This position entails coordination of the total non-medical therapy program in the institution. The Patient Programs Supervisor II administers and supervises professional aspects of the state-wide hospital recreation series.

Each employee may receive his room, board and laundry at the hospital for thirty dollars per month. The Recreation Worker enjoys the usual benefits of civil service status as well as a forty-hour work week. However, the stress is on the job performed and not on the hours set forth. The patient's daily program does not terminate at four p. m. This varied schedule of events takes place in the morning, afternoon and evening of a seven-day week. Split schedules and good planning will result in total coverage and a well-balanced array of activities within the week. Good performance on the job will be the best interpretation of

* These are adjusted salaries at the present time. Minnesota's salary plan carries an adjustment provision to insure changes for costs of living.

in Minnesota State Hospitals

a meaningful program to medical personnel. Competent leadership of activities will, of course, ultimately include salaries which are even higher than those quoted herein.

The majority of the new Minnesota hospital leaders have been subjected to intensive psychological testing. It is thought that the qualities of infinite patience and understanding are necessary for the therapist who works with psychotics. The Rorshach test, Minnesota Multi-Phasic and Psychiatric Inventory tests have been used as a means of weeding out those candidates with objectionable personality traits. The six months probationary period served by each employee acts as another device in determining the worker's attitude toward mental patients. Considerable stress and weight are placed upon personality factors in the civil service testing procedures.

One of the duties of the recreation personnel is that of demonstrating fundamental activity leadership techniques to the psychiatric aides (attendants). The psychiatric aide's job analysis includes assistance in the leadership of these activities. A problem of increasing importance is that of how to demonstrate and teach these fundamentals to aides who are not always receptive or understanding as to the basic role or need of recreation in a patient's life. In state hospital recreation, individual guidance and supervision of patients in leisure pursuits will at no time become a reality without the cooperation and assistance of psychiatric aides.

Activities which consistently draw from arts, crafts, music, dramatics, sports, games, nature, dance and social recreation can serve a number of objectives in the patients' lives. In the Fergus Falls State Hospital, the patients' newspaper staff represents democratic group participation toward a common goal. The use of medicine ball games presents an opportunity for patients in Hastings State Hospital to find a release for pent-up aggressions and hostilities. Patients' orchestras, rhythm bands, art classes, parties and dances contribute to the resocializing aspects so needed by one who is mentally ill. The understanding leader may most effectively gain rapport with the patient and facilitate the process of his becoming more receptive to medical treatment. There is the danger of our programs becoming merely diversional releases for the masses. Of pristine importance is the degree of individual insight that the leader and patient may discern through the facility of recreation.

Occupational therapy and hospital recreation are two professions, each with its own peculiar requirements and professional standards. Each can be coordinated under one administrative directive and yet retain professional individuality. The occupational therapy consultant team is made up of prominent therapists in that field. They serve in a lay advisory capacity to the Patient Programs Supervisor II and act as an important interpretive link between professional recreation and occupational therapy.

A tool of which the recreation leader II often has been in need is that of supervisor media. Continued emphasis is placed upon the importance of periodic planned staff meetings, scheduled individual and group conferences, assigned readings, observations, interviews and attendance at case clinics. One advantage of a good administrative hierarchy is that a sensible plan of supervision can be more realistically directed and disseminated. State hospital recreation centralization provides programming opportunities to all hospitals which are more abundant, professional and uniform. It is only through standardized progressive tools that we can systematically begin to activate patients.

Modern psychiatry has subscribed to the team approach and the total resources of clinic members upon the patient. Teamwork that reflects cooperation and an attitude of care and consideration towards the recipient will produce a clearer insight and better therapist-patient relationship. The hospital conference team in Minnesota consists of the psychiatrist and supervisors of psychological services, dietetics, psychiatric social work and hospital recreation supervisors. This state level supervisory team visits each hospital monthly and confers with the respective departments relative to their progress in the betterment of patients' lives. The psychiatric training team is made up of the psychiatrist, psychiatric aide supervisor, nurse, psychologist and recreation leader II. This team demonstrates non-restraint methodology to the new psychiatric aides as a part of their orientation and in-service training.

The Center for Continuation Study is another centralized training tool that brings together representatives of the treatment team bi-weekly to Anoka State Hospital. A morning case clinic is attended by all and is followed by afternoon division meetings of the respective professional groups. This periodic gathering of key recreation personnel does much in the light of viewing each other's progress in the hospitals and evaluating the various therapy departments.

Selected and screened volunteers

FREDERICK M. CHAPMAN *serves as supervisor of Patients Program Services for the Minnesota State Hospitals.*

play an important role in evening and week-end activities for patients. Of especial significance in this state is the fact that volunteers interpret the hospital to the community. Public support of a state-wide expanded mental health program depends upon attitudes and public education regarding mental patients. Working with volunteers so that maximum coordination is effected can result in problems and conflicts. In one state hospital, a volunteer council of group representatives and professional staff members presents a workable device for orientation and interpretation purposes.

The recreation clinic held at Moose Lake Hospital for recreation leader II's served as a setting for the interchange of ideas on the techniques of supervision. State hospital recreation leaders served as chairmen of an afternoon session on hospital recreation at the Minnesota Recreation Institute held in May 1950. The National Hospital Recreation Institute took place at the University of Minnesota in June 1950 and presented many new possibilities for revitalized programs. A central training school has been established at Hastings State Hospital and promises to be an enthusiastic center of learning activity for hospital recreation workers as well as for technicians in other fields.

An excellent source of leadership in the patients' day is the field work program, which offers learning opportunities on the ward scene for recreation college students. These students are future candidates for employment and can make real contributions to the activation program if consistent supervision is available. Two of the state hospitals enjoy the services of these field workers six hours weekly per student for eleven week assignments.

As part of their training, graduate students at the University of Minnesota, who are candidates for the master degree in hospital recreation, will be available for six-month internships at hospitals throughout the state. These candidates will receive monthly stipends of sixty dollars at the state hospitals. One-half of this sum will cover all costs of room, board and laundry. Miss Dorothy Taaffe, supervisor of the recreation training project, will guide the work of these trainees on the job.

A point which needs frequent emphasis is the need for professional awareness and affiliation with organizations in the recreation field. The majority of this state's institutional recreation personnel have utilized services of the National Recreation Association and the Hospital Recreation Section of the American Recreation Society. A constant need is that of interpreting to fellow colleagues the importance of membership in these groups. Standards in the field can be raised through unified understanding of national needs and resources.

Recognition of recreation's place in the patients' lives has become a reality in these state hospitals. Growth of a staff produces problems, but yet carries the meaning of this basic human need before other professional personnel and citizens in the community. This start in the total activation of mental patients reflects a coming trend and a new horizon in psychiatric treatment for those in human need.

VOLUNTEERS

The following city recreation departments find volunteers very helpful:

Raleigh, North Carolina, uses college students as leaders in children's play programs, crafts and music. It has been estimated that last year these students contributed about fifteen thousand dollars worth of service to the recreation department.

Richmond, Virginia, through its neighborhood councils and committees for special all-city events, receives considerable assistance from volunteers.

Salem, Virginia, used about sixty volunteers during its summer program on playgrounds in athletic programs and for special events—such as the Fourth of July program, fishing rodeo, field trips and so on.

Both Jefferson County, Kentucky, and Norfolk County, Virginia, use volunteers extensively.

SPECIAL TRAINING SESSIONS

Special college training sessions have been planned for the National Recreation Congress in Boston the first week in October. These will be of interest to recreation educators, professional workers and students. Representatives from a number of colleges and universities will call attention to new developments and special features characterizing their respective institutions. Their comments will be supplemented by special materials which they have submitted for exhibit purposes.

PLANNING YOUR HALLOWE'EN

Be sure to send to the National Recreation Association for "The Community Celebrates Hallowe'en," M.P. 278, price 15c. Also refer to listing of Hallowe'en and Thanksgiving materials on inside back cover of this issue. Introduce something new this year!

NATIONAL RECREATION ASSOCIATION
315 Fourth Avenue New York 10, N. Y.

CHANGE OF ADDRESS: Send your new address at least thirty days before the date of the issue with which it is to take effect. Address: Recreation Magazine, Circulation Department, 421 Fifth Avenue South, Minneapolis 15, Minn. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

FOLK DANCE GUIDE

1952 edition in preparation. Groups and classes may obtain free listing in Directory. Write to: Folk Dance Guide, Dept. R, Box 342, Cooper Station, New York 3, New York. Please state day of meeting, hour, and admission fee.

John A. Turner

A Volunteer Leader's Training Course

A source of personnel in an emergency situation

The St. Louis Recreation Department has developed a leaders' training program that successfully has solved two of the major problems which have plagued that department for several years. In addition, other ramifications of the program unexpectedly have benefited the department to such a degree that even these secondary developments alone would have justified the operation of the training program.

The two major problems which have been solved by the training program concerned the personnel for the city's centers and playgrounds. The first problem involved that chronic ailment of all recreation departments—lack of personnel. The second was a problem peculiar to a city which operates under civil service regulations in the appointment of employees.

Relative to the first problem, recreation centers in St. Louis have, for the past few years, been literally swamped with patrons—to such an extent that the professional staffs were unable to accomplish all that they had felt was necessary. For budgetary reasons, expansion of the professional staff had been impossible and attempts to secure adequate volunteers—both as to number and training—through the usual sources, were unsuccessful. But, now, as a result of the Junior Leaders' Training Program, one hundred eighty eager, trained volunteer leaders are assisting the professional staffs in all of the city's centers.

Concomitantly, the centers' programs have been enriched and expanded; but, admittedly, the center directors have almost a full-time job in supervising the volunteer work in the centers. The over-all improvement, however, is, as may be expected, very apparent—far outweighing any detrimental effects which may have developed.

In regard to the second problem, when the list of civil service eligibles had been exhausted, the St. Louis Recreation Department was permitted to appoint temporary or provisional employees to fill any open positions until such time as the annual examination again was held.

Each year, the list of certified employees had been exhausted and the recreation department had found it necessary, in order to keep its program operating, to employ provisional personnel about whom little had been known, except that their surface qualifications appeared satisfactory. The results, of course, were not always good. Now, however, owing to the volunteer leaders' training program, the department has a backlog of one hundred eighty trained volunteer workers from which to choose its temporary employees.

The training program, which is currently reaching St. Louisans of all ages and backgrounds, offers eclectic training to those students participating in the course. The volunteers attend one three-hour session of lectures, discussions and demonstrations each Wednesday night, and also are required to work one session of from two to four hours weekly in one of the centers under the supervision of the center directors. During the ten weeks that the program operates, the Wednesday evening sessions are designed to give the students a choice sampling of subjects—including recreation philosophy, first aid, training in low organized games, public relations and many other facets of the total recreation picture.

The volunteer work in the centers is planned in such a way that these leaders receive experience in all phases of the activities; in other words, individuals are not restricted to working merely with a club group, with crafts, with athletics or whatever. Each, through this volunteer service, is exposed to some actual leadership work in every phase of the center's program.

This very successful venture, incidentally, was publicized through cooperation with the mayor's public relations expert. The majority of the publicity for the course appeared in the local neighborhood weeklies, although the daily papers ran a few small descriptive articles of the proposed course.

In all publicity, the content and purpose of the course were very briefly explained and those interested were instructed to register at the recreation

department office. Although the department dared expect no more than fifty responses, the total numbered well over two hundred fifty. A final group of one hundred eighty applicants were

John A. Turner *is the superintendent of recreation of St. Louis, Missouri.*

selected on a basis of potential worth to the department.

The incentive, also emphasized in all publicity, was twofold. First, an appeal was made to the patriotism of St. Louisans, pointing out that many of the members of the permanent recreation staff were being called into the services, that the program in the centers was badly in need of volunteer assistance and that, in the event of a national emergency, it would be necessary for the recreation department to expand greatly its program to meet the increased needs of the population during such a period. The second incentive was the fact that the personnel department of the city agreed to give certain credits on the civil service examination to those satisfactorily completing the training program. In addition, the recreation department announced its plans to award certificates as well.

The last two aspects of this training program have required the establishment and maintenance of a complete set of records, which, of course, must be kept with scrupulous accuracy. Additional demands have been placed upon the time of those of the professional staff who have been required to instruct at the Wednesday night sessions and to assist and guide the volunteer leaders in their work in the centers. In spite of all of this, the program has proved so successful that plans are now under way to make this program an annual affair.

As was pointed out earlier, certain ramifications of this program have proved very beneficial, such as the public relations value. The impact of one hundred eighty eager, personable, talkative people expounding the theories of recreation throughout the city, reaching all classes of people, cannot be underestimated. The results of this already have become evident in the fact that there has been a resurgence of community interest in recreation department activities. The publicity has been of immeasurable value, too, in forcefully bringing to public attention the space shortage and personnel problems of the department.

It is quite possible that later developments may alter the picture somewhat; but, currently, the St. Louis Recreation Department is extremely enthusiastic over the apparent success of its project.

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Thomas J. Kilroy

Child Leaders Take Over Noon-Hour Program

THE FOUR ELEMENTARY SCHOOLS of Oceanside, Long Island, New York, take great pride in the organization and success of their noon-hour playground activities, particularly because of the service given by fifth and sixth grade boys and girls who serve as game leaders. This article relates how the system was organized, the philosophy behind it and how it functioned last year at South Oceanside Road School Number Four. A similar system was in operation at Oceanside's other three elementary schools.

Since it was considered educationally desirable to have small groups at play, two portions of the playground were marked off for each of the ten classes—one for the boys and one for the girls. The twenty playground areas varied in size according to the age and needs of the groups. To each group was assigned a sixth-grade game leader and an assistant who assumed responsibility for the supervision of play and the keeping of good order. Aware of the possibility that a game leader might be absent from time to time, we organized what was known as the "flying squad," comprised of two boys and two girls who were ready to step in and take over anybody's assignment. I gave the adult supervision; my job was to stimulate, guide and direct the play, but always indirectly, through the game leaders. In their eyes, I was not there to run their show but merely to give assistance in the event of an emergency.

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When school opened in September, the physical education teacher held a conference with the game leaders. At this meeting, the young people were given an opportunity to express their opinions about rules and regulations, qualities of good leadership and the importance of good sportsmanship. Out of this lively discussion evolved a "game leader's code," expressed in simple language by the boys and girls. Periodically, meetings were held to iron out any problems which might have arisen. Each meeting was a cooperative affair, with the children exchanging ideas and offering one another some worthwhile suggestions for improving the playground program. True, each leader was primarily concerned with his or her individual group, but all of the leaders worked in harmony for the welfare of the whole school.

To provide an opportunity for the student body to become familiar with rules and regulations, a special assembly program was prepared. Here, again, the young leaders assumed full responsibility, having appointed a committee of five to work out the necessary details. As is to be expected of children of this age, there was a great deal of ceremony—with boys and girls making extemporaneous speeches, taking a "game leader's oath" and pinning badges on one another.

For Democratic Living

If activities are to serve their true function of preparing our young people for democratic living, it is the job of the school to provide experiences in group leadership. By the time boys and girls reach the sixth grade, they seek group approval and try to make themselves felt in group relationships. This is especially true of the aggressive child or one who assumes the role of a bully. Such a child is capable of releasing tremendous energy and, if given the right kind and proper amount of guidance, can find expression in numerous ways on the playground.

We cannot overestimate the importance of children's working together. Though children are gregarious by nature, they need to learn by experience how to work harmoniously with others. Moreover, there is a growing realization that, the earlier children begin to work together, the stronger the carryover will be to later life.

Then, too, experience has taught us that children like to follow other children. They can't seem to get away from the old cry, "Follow the gang." Insofar as leadership is concerned, sometimes children do a better and more thorough job than do adults. Perhaps the answer to this is that they are able to speak the same language as the members of their groups and have a better understanding of what makes the other fellows tick. At any rate, if their efforts are geared along constructive lines, they can do a grand job for the school. Children of this age catch on fast, and, once they know that we have confidence in them, their willingness-to-do, enthusiasm and loyalty are endless. A certain amount of guidance is necessary, but the degree of intervention

must be minimized as the situation progresses. Oftentimes, children resent playing the role of puppets, with all sorts of restrictive measures controlling their actions. They want to be active participants rather than passive recipients.

Tact and Diplomacy

Playground activities lasted from 12:25 to 12:50 p.m. The game leaders were stationed at assigned posts a few minutes before their groups arrived. Each leader was adequately prepared with the necessary equipment. There was a quick roll call.

Various activities then took place, depending upon the season of the year and the wishes of the group. When teams were chosen for intra-group competition, every effort was made to be sure that the opposing sides were evenly matched. There were to be no one-sided affairs. The game leaders gave down-to-earth instructions and the children listened attentively. Emphasis was placed upon good sportsmanship rather than upon winning the game. When the activity commenced, there was a great deal of shouting, to be sure, but there didn't seem to be any serious confusion. Occasionally, there would be a dispute on a close play, but this was amicably settled by the game leader.

Sharp commands were rarely given. On the contrary, these young leaders achieved results merely by making suggestions; they handled each situation like veteran statesmen. Surprisingly they used a great deal of tact and diplomacy, being careful not to rule the other fellow the wrong way. There was no haste in jumping to conclusions, and the other fellow was given every opportunity to voice his opinion But he was made to know, in no uncertain terms, that he was not going to "get away with something that is morally wrong." In other words, the game leaders had the courage to stand up for those things which they believed to be right. Moreover, they never lost sight of the fact that they had pledged their support to defend and uphold the principles of the "game leader's code,' which they themselves had developed A pledge from this is, as follows:

"I will do my best to set a good example for the members of my group; to be kind, patient and understanding; to respect the rights of others and to encourage good sportsmanship at all times."

By and large, things ran smoothly and the children had a lot of fun. Fundamentally, from the administrative point of view, that was the most important thing. As long as everyone had a good time and there was a reasonable amount of law and order, the program was clicking on all cylinders.

When the first bell rang at twelve-fifty, there was a hush. Activity suddenly stopped; children formed lines—and straight lines, too. There was no more shouting. This was serious business with the game leaders; they had a job to perform and they wanted to do it well. Soon the lines began to move toward the building, the smaller children going first. It was a grand sight to see more than three hundred pupils marching in almost perfect formation. The game leaders accompanied their groups all the way into the classrooms; it was a job well done. While this might seem like regimentation at first appearance, it was rather the result of group experience and was accepted as the way to achieve goals in an orderly manner. The children learned the meaning of "liberty in law."

Dr. Peter W. Dykema

• On May 13, Dr. Peter W. Dykema, one of the inspiring music leaders of this generation, died suddenly at his home. Even though he had retired some years ago, he still was very active in helping the cause of music.

For over thirty-five years, Dr. Dykema had been connected with the National Recreation Association. During the first World War, he helped with the community singing program for soldiers and sailors under War Camp Community Service. For many years he attended the National Recreation Congress and was a tremendous influence in getting music introduced as an important part of the recreation program. Still later, Peter Dykema became a music consultant of the NRA and, for a number of years, had charge of the music at the National Recreation School.

During this period, he advised on policies and helped in the writing of several of the association's books and pamphlets dealing with music as a recreation activity.

Dr. Dykema, as chairman of the department of music at the University of Wisconsin and, later, as a director of the department of music at Teachers' College, Columbia University, was widely known as one of the leading music educators of the country. It was significant that, as such, his interest was not limited to formal education He believed in the kind of music training in the schools that would carry on into the community and after school years. He saw music as a means of self-expression and as an emotional release for all the people.

Peter Dykema had an inspiring personality and a great gift for developing leadership in others. The National Recreation Association and the whole recreation movement have been enriched by his life and work.

Singing of the favorite songs of years past highlights an enjoyable day.

Gertrude M. White

A Day's Camping for Youngsters Over Sixty

In the fall of 1949, we became interested in the needs and activities of the older citizens of Durham, North Carolina, and soon learned that members of other organizations were preparing studies on this subject. Shortly thereafter we met with representatives from the local chapters of the American Association of University Women, the Altrusa Club, the YWCA Family Service and the Department of Public Recreation to pool our ideas. We formed a group and, for lack of a better name, designated it the Durham Committee on Successful Aging. We then began an interesting and exciting program of study and activity, seeking ways and means of providing "something to do" for the older members of our own families and community.

These were the steps we took: We visited community facilities; talked with workers in state and community agencies; presented panel discussions on the needs of older people at meetings of the AAUW and the Durham Social Planning Council; made a collection of articles and pamphlets upon the subject and placed this collection in the library of the School of Nursing at Duke University, where it is available for the use of students, nurses, instructors and individuals. The committee compiled two large scrapbooks—one of newspaper articles, clippings and pictures of our own project; the other, clippings of interest from magazines and newspapers. Both are kept up-to-date and are in the library with the pamphlet collection.

The first adventure in activities for our older citizens was a city-wide golden-age Christmas party. Because of its central location, the party was held at the YWCA. Invitations were sent to persons sixty years of age and older, the names being furnished by ministers, social agencies and others. The more than one hundred men and women who attended gave every indication of enjoying the program presented by the recreation department, as well as the refreshments served by the members of the committee. Those attending requested that this be made an annual affair.

Our most unique program, however, was a series of three days of camping—as a part of the summer day camp which previously had been operated by the department of recreation for youngsters from seven to fourteen years of age. Splendid publicity was given the project by newspapers, radio and church bulletins. A special full-page Sunday feature, with pictures, was carried by one of the papers. Attractive invitations were sent to those who had attended the Christmas party and to additional people whose names had been suggested.

Registrations were made at the YWCA, either in person or by telephone, on designated days. When requested, transportation was provided by the Red Cross Motor Corps, the YWCA, YMCA and by station wagons and cars of the individual members of our committee. Those who were able and desired to do so paid a registration fee; those who could not afford it were made just as welcome. Expenses above registration fees collected were paid by the committee.

At ten a. m., on the days set aside for oldsters, the group gathered at the day camp site of Northgate Park. Here they were registered, introduced to other members of the group and served a fruit drink.

Handcraft tables, presided over by instructors from our committee, were provided for those interested in the activity, and pot holders from loopers, hammered ash and pin trays from scrap sheets of metal, as well as pine needle vases and mats, were made. A large table with prizes was arranged for the bingo fans. Socializing and strolling in the park were most appealing to a small group. An interesting occurrence was the reunion of two girlhood friends who had lost all trace of each other for forty-two years. There were a number of other instances where both men and women met again after being separated for a long period of time.

Mrs. Gertrude M. White *is director of special activities in Durham's Department of Public Recreation, N. Carolina.*

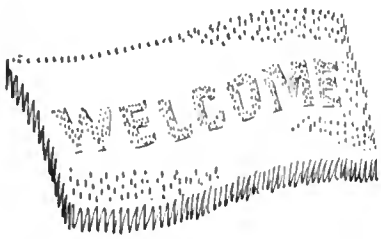
At twelve-thirty, a well-balanced, appetizing hot lunch —prepared by our camp dietician and her staff—was served under the trees. Immediately following this, the nature specialist from our Children's Museum gave an informal talk, bringing along one of his animals for each session. This provided a basis for the exchange of interesting past experiences and amusing stories.

It had been suggested in the invitations that those attending should bring any hobbies which they might have. These, along with the articles made during the day, were on display. A photographer from one of the newspapers took pictures of the groups participating in the various activities. These were published, to the delight of the oldsters.

To bring the day to a close, one of the older people played a portable organ, while another led the singing of favorite songs of years past. A high spot, one afternoon, was a short period of square dancing. One of the group called the figures while three others provided string music.

At three o'clock, transportation arrived and the group reluctantly departed. Members were profuse in their praise of the pleasure afforded them and requested that the days of camping be extended to at least six for another season. Plans are now being made to grant this request.

These days of camping, we feel, not only brought pleasure to approximately one hundred fifty of these youngsters over sixty, but illustrate what may be accomplished when social agencies and a department of public recreation plan and work together. Too often, we have stressed the need of recreation for youngsters; now we realize that recreation knows no age limit and that those who have passed the springs of life can respond as enthusiastically to a well-planned program as any teen-age boy and girl.



Greeting Newcomers to Vallejo

Keith A. Macdonald

VALLEJO IS A CITY of twenty-three thousand, by the last official 1950 census count; however, in the Greater Vallejo area, which is the same as the Unified School District, there is a population of sixty-seven thousand—at least, that was the count the first of the year. Today it's a lot different because Mare Island Naval Shipyard, Benicia Arsenal and Travis Air Field are increasing their complement; hence, the city now has a population closer to seventy-five thousand and it is increasing every day.

This new population, coming from near and far, means additional responsibility for the recreation department; in fact, it's going to mean the same thing to every community recreation facility, resource and budget.

Where do we fit in as far as the newcomers are concerned? What can we do? What did we do? First of all, we mimeographed a four-page sheet that started out like this . . .

We Welcome You to Vallejo

"Dear Newcomer:

"The Greater Vallejo Recreation District welcomes you to Vallejo and desires to acquaint you and personally invite you to take part in its recreation activities. During the course of the year, you will find, within easy reach, many opportunities to take part in almost any type of activity that may interest you . . . "

With that introduction, we next proceeded to list information under the following headings:

School Playgrounds Open for Summer Programs; Playgrounds and Community Centers; Tot Lots and Parks; Other Recreational Areas; Seasonal Community Programs; Vallejo Community Center—Activity Schedule; Summer Activities; Recreation District Staff.

On the back page is a brief of what the district includes, what the budget is and how it is financed, with the last paragraph stating: "Because of your contribution through taxes to the recreation district program, we especially invite you to share in the use of its facilities and to enter any phase of the program that may interest you."

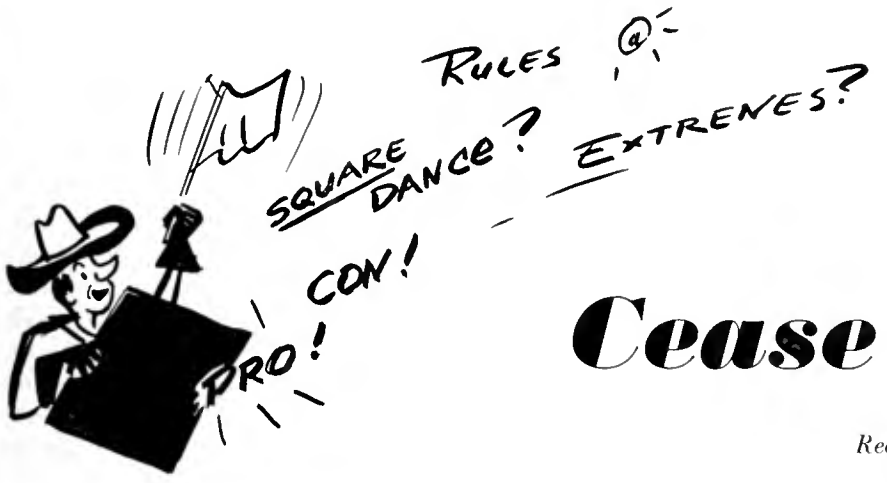
From Mrs. C. A. Lund of the Welcome Service of Vallejo, we received a list of many of the new families who have moved into the city—and although she already has made an initial visit, we have been following up the same leads with a personalized call. To date, we are just in the introductory stages, but by the time this is published, some two hundred or more families will have been visited.

The response from these newcomers is gratifying—cordial and friendly. For instance, one newcomer from Indiana said, "How very nice of you to do this. My husband and I have been anxious to find out just what to do about meeting other people in the community. . . . I've never heard of any recreation department doing this."

It will take a few months, before the newcomers become adjusted and acquainted, to make their numbers show up in our attendance figures; however, it is felt that if our method of contact does nothing more than make people feel more friendly toward the city and its people, that alone will be a commendable achievement.

KEITH MACDONALD'S *background includes teaching, coaching, social work, Navy recreation. He is now executive director for the Greater Vallejo Recreation District, Calif.*

Eddie Durlacher



Cease Firing

Ready East? Ready West, North and South?
Then let's "Honor your partners!"

Those of us interested in the continuation of square dancing as a healthy form of recreation have enjoyed the many letters published in reply to the controversial article, "Whither 'Western' Square Dance?" which appeared in the November 1950 issue of RECREATION.

These seemed to indicate a strong undercurrent of hope that we all could work together to clear up the many misunderstandings which seem to prevail among callers and leaders in various sections of the country; and that, although we agreed or disagreed with this article, basically we all are seeking common ground upon which to meet for the betterment of the square dance and for the benefit of all concerned.

Square dancing should be the means of bringing people together in friendship, rather than that of creating ill-will. Therefore, those of us who are leaders should do everything possible to carry out its real purpose in a way that is best for the country as a whole. We should, indeed, take great pride in the dances and costumes which are indigenous to our own areas, but this should not be carried to extremes.

We all agree, I am sure, that square dancing is for the majority and not for a chosen few. This has been brought out in each and every letter so far. We know, beyond all doubt, that we can learn from each other through the proper exchange of ideas. Unless we find a medium for such exchange, however, and put a stop to these many feuds, we shall be ruining, rather than building, the square dance. If ever any activity needed its leaders brought together in harmony, it is this one.

Many of us have thought, from time to time, of forming a national association of callers to meet this need. Others have shaken their heads, stating that such associations become so top-heavy with officers, rules and regulations that the original purpose is defeated. There has been talk of standardizing terminology and figures. How this could ever be done will remain for years the sixty-four-dollar question.

Perhaps all we needed was the "shock treatment" provided by "Whither 'Western' Square Dance?" to make us realize what we have been doing, in a blind sort of way, in every section of the country. We are all human, of course, and can make mistakes without realizing how our actions are affecting others. At times it takes strong medicine to awaken us.

I have always believed that constructive ideas, rather than arguments, are the answer to any question. What we need most is complete knowledge of what is actually happening in each section of the country and how it is being done. We should have this information written in an unbiased way with no claims as to its being the only way or the best way. The question is: How best to reach everybody through one medium? What existing national publication might be the best vehicle for an exchange of ideas and information? After checking all of the square dance magazines, I found they were either so sectionalized or so editorially biased that it would take a King Solomon to decide upon one among them. To start another magazine, at this time, would present so many problems that it would take years to clear them away. The next step, then, is to find a national periodical in sympathy with what we all are striving to do and one that will be able to do the most good. This, to me, and I hope to you, is the very magazine that has brought all of this to a head—RECREATION.

This magazine is unbiased and published in the best interests of all forms of recreation. It could be the medium for not only answering our present problem, but also for giving aid to many others interested in starting square dancing activities. We know that practically every recreation director can be interested in square dancing and that, through the efforts of recreation directors, millions of the uninitiated can be interested. We also realize

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MR. DURLACHER *is well-known to the recreation field. Several times he has been in charge of the square dancing at National Recreation Congresses.*

that many physical educators subscribe to RECREATION and that they, too, could be stimulated into seeing that square dancing should become a part of the curriculum in many schools where it is not enjoyed at the present time.

The problem of how best to go about a united plan can easily be solved *if* we can interest RECREATION in devoting a portion of its pages to it. What do we need most?—Facts from state or sectional organizations or qualified sectional leaders where no organizations are set up. Where are these sections? If we check a map of the United States, we will find the imaginary dividing lines according to natural differences in dances: east from the Pacific Coast to the Dakotas, a portion of Nebraska and Kansas, most of Oklahoma and Texas; the central northern states; the South; the East. Each of these sections could be separated into three sub-sections. Each sub-section, through the editors of RECREATION, would be invited to submit articles on what is being done in that particular area. A time limit would be set for receiving these articles and it would then be the privilege of the editors to select the copy. As an impartial body, they would naturally select only the material which would be most beneficial to all. In this way, a story from each sub-section would appear once each year and keep everyone in touch with other sections for mutual understanding and support. What we need is some group not in "our" immediate family to help us at this time. I have talked over this plan with Miss Dorothy Donaldson, managing editor of RECREATION, who has always been a very good friend, and an impartial one, to square dancing. She has assured me that if it is the wish of the majority of those from whom answers are received, through this article, the magazine would be happy to consider it. The final decision is up to each and every one of us interested in square dancing for other than selfish reasons.

May we hear from those interested?

James A. Sharp

Father on the Playground

FOR SEVERAL WEEKS prior to opening our full-time summer playground program in July, we were confronted with the problem of what to do with the children after school and supper hours. How were we to prevent them from committing minor malicious acts to private and school property? What type of program could be installed on our nine school playgrounds which would supply a constructive, well-organized plan of play; and, most important, if a program could be developed, from what source would we obtain proper supervision?

It must be pointed out, in regard to supervision, that a great majority of the playground leaders used on our full-time playgrounds are either teachers or students still in college. Members of our regular staff, therefore, were not available, since we planned our part-time program to begin with daylight saving time late in April and to continue until the installation of our full-time program the first week in July. Supervision for the period of after-school until the supper hour posed no problem, as the physical education department of the school system handled these particular hours in their regular physical education program. Our problem was the supervision of the children after supper until dark.

Finally, a "doubled-barreled idea" was suggested by the recreation department. It proposed that if certain fathers of children living near their respective playgrounds could be interested in serving as part-time playground supervisors, perhaps their presence and control would stop a great deal of unwanted and costly damage; also, such a program would bring the playground much closer to a number of homes and parents. Through the cooperation of the superintendent of schools and the elementary school principals, a staff of father supervisors was organized. They were to keep the playgrounds open from six to nine each night of the week and were paid at the rate of one dollar per hour.

In time, it was discovered that these fathers were extremely interested in providing games for the children as well as in doing the job of helping to prevent damage to private and public property. A manual was then prepared for them by the recreation staff, containing games, rules and regulations, safety hints, playground responsibilities and other pertinent information which might be of assistance. Soon the willing fathers had organized individual playground programs. The important thing is that the fathers were not content merely to "watch" the children play; they wanted them to participate in some well-organized game or group of games.

Last year, the nine playgrounds were kept open on a part-time basis for a total of 1,350 hours. Total attendance was estimated to be 23,149 youngsters. The total cost of supervision to September 23, 1950 was $1,350. Since the installation of this after-supper program three years ago, there has been a very noticeable decrease in property damage in and around the schools. Comments from parents and school authorities have been those of commendation. During the past two years, the program has been continued after the schools open in the fall until the discontinuance of daylight saving time, late in September.

AUTHOR *is director of recreation in Jamestown, New York.*

Desirable Practices in Athletics for Girls and Women*

• For the benefit of those recreation leaders who are not familiar with the standards recommended by the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation, we are reprinting them herewith. *Although developed from an educational point of view, they are equally applicable in all recreation situations and should be familiar to all recreation leaders and executives:*

Standards for Desirable Practices

The program of athletic activities should:

1. Be based upon the recognition of individual differences (age, physique, interests, ability, experience, health) and the stage of maturity (physiological, emotional, social) of the participants.

2. Be determined by:

a. The evaluation of the activity in its present and its future use.

b. The classification of individuals in ability from beginner to expert.

c. The development from simple to complex activity.

3. Provide opportunity for each player to lead according to her merit and to follow according to her willingness and ability to adapt herself to others and to a common end.

4. Promote the acquisition of skill by using sound and varied methods.

5. Schedule regular play periods of limited length, at frequent intervals, at a time of day when energy is at a high level.

6. Provide for the selection of members of all teams so that they play against those of approximately the same ability and maturity.

7. Be taught, coached and officiated by qualified women *whenever* and *wherever* possible.

8. Provide officials whose decisions are sound, consistent and impartial.

9. Include the use of official rules authorized by the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation.

10. Stimulate the participants to play for the enjoyment of playing and not for tangible rewards or because of artificial incentives.

11. Include a variety of sports, both team and individual, and provide opportunity for all girls wishing to participate to be a member of a team in those sports for which teams are organized.

12. Promote informal social events in connection with competition.

13. Secure written parental permission for minors engaging in any extramural competition.

14. Educate girls and women concerning appropriate costumes for sports.

15. Limit extramural competition to a small geographic area.

16. Provide safe transportation in bonded carriers.

17. Provide a program of competition for girls separate from that arranged for boys (eliminating such events as double-header games or "curtain raisers"), except in those activities in which boys and girls are encouraged to play together on mixed teams.

18. Limit the total length of sports seasons and the maximum number of practice periods and games to be played in a day or a week. Specific recommendations may be obtained in the "Specific Standards" referred to above.

Leadership

Administrators, teachers or coaches and players primarily should be concerned with the outcomes of the program.

1. The *administrator* is directly responsible for:

a. Selecting qualified women to direct the program.

b. Providing facilities, equipment and finances to carry on the program.

c. Providing equal use of facilities and equipment for boys and girls.

d. Providing health safeguards.

e. Guiding publicity to emphasize the educational and recreational values of the program.

2. The *teacher or coach* is responsible for:

a. Having a thorough knowledge of the games, their rules and strategy.

b. Providing opportunity for all girls to play.

c. Encouraging skillful play for full enjoyment of the game.

d. Emphasizing the importance of health examinations.

* An adaptation of *Standards in Athletics for Girls and Women*, National Section on Women's Athletics, 1201 16th Street, NW, Washington 6, D. C. $.75. Specific "Standards for Guiding Competition for Girls and Women" in the various team and individual sports appear in the respective sports guides.

e. Developing intelligent leadership and wise followership among the players.
f. Conducting activities on a sound competitive basis.
g. Exemplifying those traits which she tries to develop in others.

3. The *player* is responsible for her own conduct as shown through:
a. Intelligent health practices.
b. Courtesy, fair play and good sportsmanship.
c. High quality of leadership within her own group.
d. Emotional control in all game situations.
e. Playing to the best of her ability.

Health

Provisions must be made for careful supervision of the health of all players.

a. Participants must have periodic health examinations.

b. Written permission from a physician should be required after serious illness or injury.

c. First-aid supplies should be available at practices and games.

d. Participation during the menstrual period should be determined on the basis of individual differences.

e. Equipment and facilities should be hygienic and safe.

f. Players should be removed from activity if injured, over-fatigued or showing evidence of emotional instability.

Publicity

A planned program of publicity should present interesting information concerning the program, its standards, aims and outcomes. The publicity should be carefully interpreted to newspapers, community leaders, players and their associates. Publicity should stress:

a. The recreational and social values of sports, rather than the winning of championships.

b. Achievements of the groups and teams, rather than those of individuals.

Types of Competition

The method of organizing competition must be determined in terms of desirable outcomes. The guides to constructive competition are that the program of athletics shall offer equal opportunity to all in terms of individual ability, that it shall be wide in range, that it shall be adapted to the needs and interests of the participants and that it shall be honestly and expertly led.

a. Intramural—Competition of groups playing one another within their school, within their industrial group or within their organization.

This type of competition should have priority in regard to facilities, time and leadership because it serves the greatest number of players.

b. Extramural—Competition involving a group or team from one school, industrial group or organization playing with a group or team from another school, industrial group or organization.

Types of informal extramural competition are:

1. *Sports Days*—An occasional event in which several schools, industrial groups or organizations come together —often playing more than one activity —and each school, industrial group or organization bringing two or more groups of players.

2. *Play Days*—A very informal type of competition. In this, players of the participating schools or clubs are divided among color teams. This type of event is particularly suitable for high school groups and for individual sports activities.

3. *Telegraphic Meets*—Teams compete with each other by establishing records against time or for score, while performing in their own locations. Such records are sent to a central committee for comparison. Archery, pistol and rifle shooting, swimming events, bowling and track and field are adaptable to this plan.

4. *Informal Extramural Competition* —Occasional games played toward the end of the intramural season. These may be between intramural winners or two teams selected from intramural players. In contrast is the "varsity type," in which a small, highly-selected group plays a series of games with similar teams from a number of schools.

No one type of competitive organization can be designated as the approved form. The method of organizing competition must be determined by the desirable possibilities it provides—not by the type into which it can be classified.

The one purpose of athletics for girls and women is for the good of those who play.

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√ **Did you enjoy your summer vacation?**

√ **Were you one of the lucky millions who visited State or National Parks?**

√ **Did you travel by motor, trailer, bicycle, foot—or**

√ **Were you on a camping trip?**

√ **Where did you stay? How much did it cost?**

√ **What was your most memorable experience?**

These are just a few of the many questions RECREATION would like to have you answer. Please send in your account of your SUMMER VACATION 1951. Perhaps publication of your adventures will serve to inspire stay-at-homes and members of the "I'll-never-go-there-again" brigade to have a more satisfying recreation summer in 1952.

He Can Do Little—You will need: At least eight players.
About ten minutes' playing time.
A cane, yardstick or umbrella.

The trickster uses a pointer and draws a picture upon the floor, saying, as she draws, "I am drawing a picture of a man; he can do little who can't do this." To confuse the guests, she might stand in a funny position and, in imitating her, they will think that this is the answer. The real trick in imitating the leader is to realize that she is doing this with her left hand. Most of the imitators will not notice this and will pick up the pointer with their right hands.

Crossed or Uncrossed—You will need: About eight players.
About fifteen minutes' playing time.
A pair of scissors.

One person starts the game by passing a pair of scissors around the circle of guests and saying "I received these scissors uncrossed and I pass them to you crossed." The next person tries to guess what the catch is and is told whether he is right or not.

The trick is in the position of the feet or legs when the scissors are received. If the feet are uncrossed, the guest receives the scissors uncrossed. To confuse the next person, he might cross his feet before passing the scissors on to him, saying "And I pass them crossed."

It is also confusing to the person who doesn't know the trick if you open and close the scissors as you receive and pass them. They often think that this has something to do with whether they are "crossed or uncrossed."

Odd or Even?—You will need: Any number of players.
About ten or fifteen minutes' playing time.
Five or ten one-dollar bills.

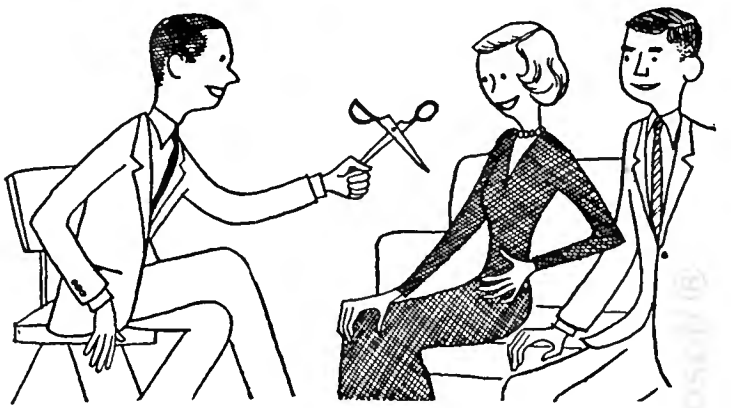
The host asks one of the guests to fold a dollar bill into quarters, with Washington's face on the outside. The guest then shows him that quarter of the folded bill which bears the signature of the Secretary of the Treasury. The host claims that, from looking at that signature, he can guess whether the bill's serial number in the upper right-hand corner is an odd or even number.

This is the trick: Just above the Secretary's signature is a letter of the alphabet. If the letter is A, the number will be odd; B, even; C, odd; D, even; and so on through the alphabet.

(Fold Back)

Recipes for Fun

SOCIAL GAMES



There's a Trick to It*

Simple fill-in games, these tricks are done by one or two people with the rest of the group guessing the solution. Start one and you'll have a hard time working in the second: you'll find that most of your guests have a favorite of their own which they are anxious to try.

What's the City?—You will need: At least eight players.
About fifteen or twenty minutes' playing time.

A mind reader and his assistant work on this trick together. While the mind reader is out of the room, the guests decide upon the name of a city. When he returns, the assistant names different cities and the mind reader knows when the right city has been named.

The clue is to name a city with two words before the right one. Some of the clue cities could be: New York, New Orleans, Buenos Aires, San Jose, San Francisco, Kansas City, Los Angeles, Mexico City, Oklahoma City, St. Louis, New Haven, St. Paul, San Antonio, Jersey City, Fort Worth, San Diego, Grand Rapids, Long Beach, and so forth.

* Extracted by permission from *Games for Grownups,* by Marguerite Kohl and Frederica Young. A. A. Wyn, Incorporated, New York. $2.50.

Match Jump—You will need: Any number of players.
Playing time until trick is solved.
Ten matches.

This one can take any length of time. If your guests are the patient type, they probably will insist upon trying to solve this themselves. But, sometimes, they will give up and ask for the answer.

Place ten matches in a row and ask someone to try to cross all the matches by jumping over only two at a time. Matches already crossed count as two.

It's advisable to have extra matches available so that different groups can try their hand at it.

This is how it is done: Take the fifth match from the left, jump it over two to the left and cross the match next to the end; take the fourth match from the right, jump two matches to the right and cross the end match; then the second uncrossed match on the left jumps two matches to the right; the uncrossed match on the left end jumps the two crossed matches toward the center; and the uncrossed one in the middle jumps two crossed ones on the right.

The Fingerprint—You will need: About eight or ten players.
About ten minutes' playing time.
A tumbler and a coin.

This game takes a concealed confederate, who gives a signal.

One of the guests claims that he can place a glass upside down upon a table, place a coin on top of the glass and then be able to tell who has taken the coin after he leaves the room.

When he returns to the room, he requests that each person place his first finger upon the glass, one at a time. Then he picks up the glass, holds it to his ear and tells who has the coin.

The secret is to have the confederate place his finger upon the glass immediately after the person who has the coin.

also, try→

(Fold Along This Line)

Cahoots—You will need: At least eight players.
About half an hour's playing time.

Cahoots takes two people who know the "trick." The collaborator may close his eyes, go into the next room or turn his back to the group, just as long as he doesn't see what's going on. The game starts with one of the partners pointing to different people in the room and asking, "Do you point as I point?" He can repeat this five or ten times and then ask, "Are you in cahoots?" The collaborator says yes or no. If he says "Yes," the pointer then asks, "To whom am I pointing?" The collaborator gives him the correct name.

This is the trick: The first pointing with the question "Do you point as I point?" is just done at random. But when the pointer asks, "Are you in cahoots?" the collaborator knows that the last person to have spoken or laughed is the person to whom the partner will point when he asks, "To whom am I pointing?" If there is any confusion in the room, so that the collaborator is not sure of the last person to have identified himself by a sound, he will answer "No" when asked "Are you in cahoots?" and they will start over again.

Radar—You will need: At least eight players.
About twenty minutes' playing time.
Pencil and paper.

In this game there is a mind reader and his confederate, but the confederate is not known to the group. The mind reader tells the guests that he has the power to read from a folded paper with his eyes closed. Each of the guests writes a short sentence on a slip of paper, folds the paper and hands it to him. He then picks out one, presses it against his forehead, closes his eyes and reads: "Now is the time." Without unfolding the paper, he asks: "Who wrote that?" and his confederate acknowledges that the statement is his.

The mind reader unfolds the piece of paper and quickly continues the trick before any of the guests demand to look at it. Remembering what was written on the first piece of paper, he presses it to his forehead and is able to quote a sentence actually written by one of the guests. The catch to this is for the confederate to admit to any sentence the mind reader mentions first, so that when the latter looks at the first slip of paper, he is able to memorize a sentence contributed by one of the guests. To prevent a slip-up, the confederate should make a pencil mark on the outside of his own folded slip so that the mind reader won't use that sentence.

In My Opinion . . .

DR. LAWRENCE K. FRANK, former director of the Caroline Zachry Institute, at New York City Youth Council meeting: "Because today's children are likely to live longer and, as adults, work shorter hours than any previous generation, it is important for them to develop now their own personally satisfying ways of using future leisure.

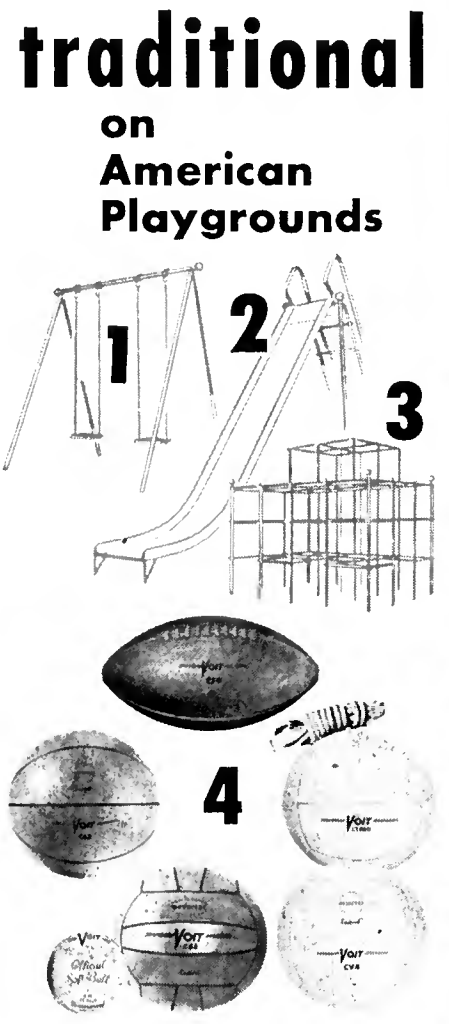
"Since most adults think of play only as an escape from work, they are likely to underestimate its importance for children. Far from being just a pleasant way to pass time, play is for youngsters a process through which they discover themselves and the world around them."

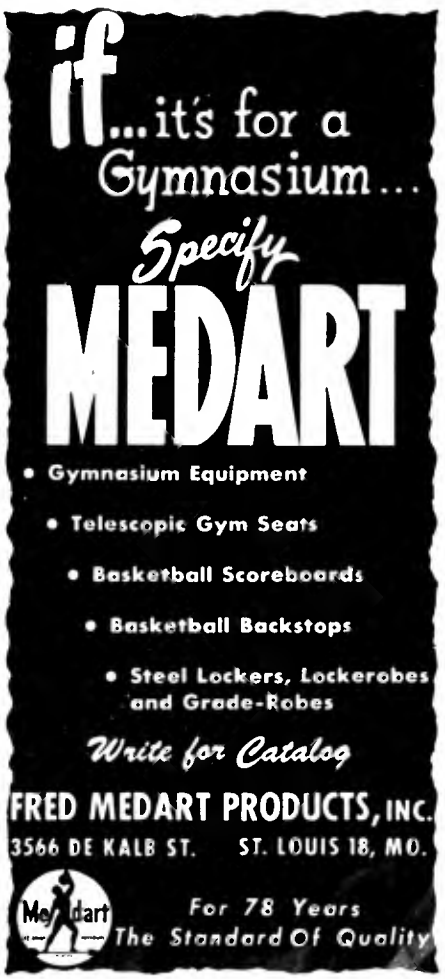
" "

J. B. KIRKPATRICK, Ed.D., Director of School of Physical Education at McGill University, in "New Trends in Recreation Programme," *The Canadian Association Bulletin for Health, Physical Education and Recreation*: "Any program of activity which is not solidly based upon Christian principles will not be as fruitful as it should be. Just as it is difficult for a recreation program to abide by Christian principles if it ignores the existence of the chief agent of Christianity in the community.

"At the same time, this calls for a reorientation of thinking on the part of church leaders. If there is a danger that recreation programs may ignore Christian principles, there is an equal danger that church authorities may stifle a recreation program. A church which embarks upon a recreation program only as a necessary bribe to hold its members is likely to meet with little success. The church which undertakes a recreation program because it believes in joyous and abundant living, and wishes to share and lead the way to such living with its members, will meet with much greater success. The participant in recreation evaluates his experience largely in terms of the fun and enjoyment he gets from it. It is important that fun and enjoyment be kept in mind as immediate objectives in a recreation program.

"Among other things, I believe that a church which really wishes to work effectively in, and through, recreation must be prepared to provide both facilities and leadership comparable to those which exist in other agencies."





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Accent on Oldsters—New York City recently opened the doors to a new day center for oldsters—its first to be established in a public school. Designed to furnish recreation and cultural activities for the older citizens of the city, the center is open Tuesday and Thursday evenings, from seven-thirty to nine-thirty p. m., under supervised leadership. Poetry and painting classes, a discussion group, a glee club and an orchestra are on the program.

* * *

The Syracuse Recreation Department also has taken steps towards increasing its services to the approximately eighteen thousand oldsters in the community. The new project—a recreation center exclusively for older people on a five-day-a-week basis—has been made possible by the Corinthian Foundation, a local philanthropic women's group, who have had the ground floor of a large building converted into two large rooms, outfitted as a lounge and activity area.

Under the direction of a professional staff worker from the recreation department and a corps of volunteers from the Corinthian Foundation and the Junior League, the center seeks to provide recreational opportunity for men and women nearing and just entering retirement as well as for those who are still active but in need of recreation.

Syracuse's center boasts an advisory board composed of representatives from the Corinthian Foundation, Junior League, Council on the Aging (Council of Social Agencies), recreation department and participants. The program director is responsible for the final screening of volunteers, as well as for their orientation and training.

* * *

Variety Proves Spice to Crowds—Menomonee Falls, Wisconsin—a community of about twenty-four hundred citizens—last year saw its summer recreation program bring out spectators and participants of all ages for a grand attendance total of 22,510.

Two months of summer playground activities are conducted at the village park five days a week. A paid recreation director, who also serves as an elementary physical education director when school is in session, supervises a varied program of handcrafts, sports, square and social dancing. In addition, special features such as the Stunt Night, held in cooperation with the high school band; doll, pet and hat shows; a playground picnic; and a slow and fast pitch softball league also attract Menomonites. Last year's grand finale was the Olympic Field Day, with the added treat of prizes and free refreshments donated by local merchants.

* * *

Music Appreciation—Toronto Style—Designed to help average listeners understand music, a series of radio programs on music appreciation are being broadcast in Toronto and recorded by the Community Programmes Branch of the Ontario Department of Education. Called "Stepping Stones in Music," the twenty-six fifteen-minute programs trace the history of music from early folk tunes to the present day. The script is written in informal non-technical language and illustrated with recorded music. Discs of the programs are being recorded from the original broadcasts and will be available to private radio stations and music listening groups in Ontario.

Previous radio programs produced by the Community Programmes Branch, including a series on family recreation and foreign language talks for newcomers to Canada, are now being used by private radio stations as a public service to their communities.

* * *

Shine 'Em Up!—A novel contest, which has become an annual event in Wilson, North Carolina, was first introduced last year when the Department of Recreation and Parks sponsored a shoe shine contest for boys. Held at the community center, the contest drew a large crowd of the curious and the interested.

A regular shoe shine stand was placed upon the stage, with a huge reflector set directly over it to spotlight each contestant. The master of ceremonies introduced each youngster, who had a large number pinned upon his back for easy identification. The judges—a local lawyer, newspaper publisher and banker—based their decision upon workmanship, rhythm and showmanship.

Participants were entered in one of two divisions: the junior division for amateur shine boys and the professional division for those who made a living at shining shoes. Music was provided by the department's PA system when requested, but many of the contestants did their own humming, singing or whistling as they cracked their cloths in rhythm. A few even tapped and jigged as they made their rags "talk."

A local radio station made recordings of the winners and, after playing these over the air the next day, was besieged with calls from people who hadn't heard of the contest or wanted it repeated.

In the new annual event, local shoe shine parlors and barbershops will donate prizes, and boys from their respective shops will enter the competition.

Minimum Arts and Crafts Tools

Frank A. Staples

For a recreation center workshop

IN OUR HURRY to get things done, we sometimes overlook the real value of the arts and crafts recreation program. We are, for instance, tempted to use power tools to get most of our work accomplished. Hand tools, however, retain recreational value for our activity groups.

Recreation in arts and crafts means not only having fun, but doing things which relax the nerves and counterbalance everyday working tasks. If we were doing a vocational training job, then we would use power tools and assembly line methods. But, since recreation is our aim, not mass production, we use the type of tools best suited to recreational objectives. The hand tool helps us to become more skillful with our hands and gives us more opportunity to develop muscular coordination. The relative simplicity of hand tool operation offers the needed counterbalance to this highly-complex mechanized life.

These facts have been kept in mind in the listing of tools for use on the playground or in the workshop. A suggestion as to the quantity of each type of tool also is given.

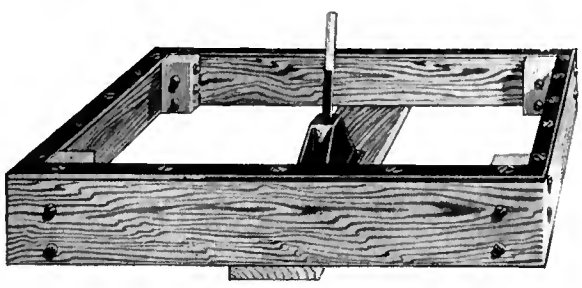
Item	*Quantity*	*Item*	*Quantity*
Coping saws	6	Paper punch	1
Coping saw blades	6 pkgs.	Knives	6
Hammers	6	Ice picks	2
Scissors	12	Screw driver	1
Rulers	12	Large pans	2
Pencils	12	Small pans	12
Water-color brushes (large size)	12	Pliers	1
Medium half-round files	6	Cross cut saw	1
Hacksaw	1	Vise (small)	1
Hand drill	1	C clamps	6
Drills (various sizes)	3	Wooden bench pins	6
Needles	3 pkgs.	Mallet	1
Common pins	1 pkg.	Tin snips	1
		Mixing spoons	6
		Flat 1" oil brushes	3

The above list is for a general, well-rounded, inexpensive program and does not include tools for such crafts as leatherwork, raised metal work, loom weaving and pottery. These require specially trained leaders, who would know which tools they need.

FRANK STAPLES *is director of arts and crafts for the NRA.*

DIAMOND

OFFICIAL COURTS



Conform exactly to official requirements. Easily installed — sunk in the ground so top is flush with surface and filled with clay. Strongly constructed of 2"x10" planks bolted together and faced with heavy iron.

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Adjustment of Subdivisions

The control of subdivisions by the planning commission in Salt Lake City makes possible the adjustment of any proposed subdivision to the master plan. The commission can not only require that streets be provided in the lay-out of the subdivision, but can require the subdivider to dedicate other open spaces shown on the master plan. When this plan calls for more open space than the subdivider can reasonably be asked to dedicate, the integrity of the plan can still be preserved by requiring the subdivider to reserve the land desired for acquisition by the city.

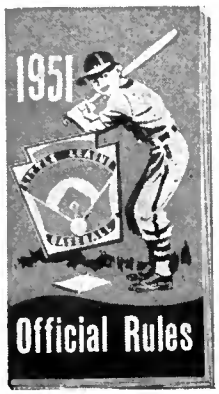
The planning commission is requiring the developers of all major subdivisions to dedicate to the city a small "tot lot." The city then furnishes the necessary play equipment which consists mainly of a sand box, teeters, slides, small swings and benches for mothers. Three such tot lots were acquired in 1950.

Dedication of other open space for neighborhood and major parks or to preserve natural or historic community assets, as set forth in the master plan of the city, is required by the subdivision control ordinance adopted in January, 1950.

Recreation MARKET NEWS

Junior Baseball Rule Book

The Hillerich and Bradsby Company of Louisville, Kentucky, makers of Louisville Slugger Bats, has added a new member to its family of sports rule books. This one—on little league baseball—is available through dealers or direct from the company at ten cents per copy. The book contains seventy-two pages of rules and illustrations, written in a style and language comprehensible to the average young fan.



Guide to Laundry Savings

The Paul T. Wiegand Laundry Machinery Company, 143 Perry Street, Buffalo 4, New York, announces that it has available a new booklet, "A Guide to Laundry Savings," outlining the company's "Package Plan" laundry units for gymnasiums, schools and bath houses interested in installing a commercial-type laundry. Paul Wiegand, president of the company, states that many of these institutions now operating their own commercial-type laundries have realized considerable savings from the operation.

The "Package Plan" offered includes a commercial-type laundry washer, drying tumbler, extractor and flatwork ironer. The cost of these complete units starts at $2495, with a capacity of two hundred fifty pounds per eight-hour day. Other units are available to handle up to twenty-five hundred pounds per day.

White Arrow Football

One of the latest additions to the Sunruco athletic ball family of the Sun Rubber Company, Barberton, Ohio, the White Arrow Football is a boon to football games played under the lights.

Official in size and weight, it is made of patented, exclusive Vita-Weld, multiply construction of white Sunite

rubber. It is said to be impervious to water; and it will not rot or give 'way at the seams, kicks and passes with balanced accuracy and meets toe and hand perfectly.

Crafts Catalog

As an introduction to its new and complete crafts division, the Fry Plastic Company of Los Angeles has issued a twenty-four-page catalog that is an ideal ordering guide for camps, schools, churches, Scouts and for the beginner or the accomplished hobbyist.

The new Fry Crafts division is reported to be another step in the growth of a firm that has become one of the largest hobby organizations in the country. It is concerned with hundreds of items, in dozens of different crafts, and offers a single source for all crafts supplies.

Send for your free catalog by writing to the Crafts Division, Department E, Fry Plastics Company, 7826 South Vermont, Los Angeles, California.

Chlorine Tablets for Pools

The Steine and Maley Company, 3604 South Morgan Street, Chicago, Illinois, is manufacturing a new chlorine tablet which may replace the use of chlorine gas for swimming pools. According to reports, the United States Government has purchased fifty-five thousand tons for Army, Navy and Marine use. In Illinois, Joliet and Centralia pools are being used as guinea pigs this summer. The tablets sell for thirty dollars per one hundred pounds.

Shuffleboard Weight

Acclaimed by players for its greater speed and visibility is the newly-developed Sparkler shuffleboard weight, with balanced chrome steel base and red or blue top of durable Tenite plastic. The shatterproof top is molded with a threaded shaft which screws securely into the base. Diamond cut, the plastic catches and reflects light as the weight spins. A center insert, cemented to the underside of the Tenite cap, further identifies red and blue weights as "A" or "C." The

lustrous top section gives the standard weight a slight additional height, makes identification easy for both players *and* spectators at distances up to forty feet.

Sparkler shuffleboard weights are manufactured by the American Shuffleboard Company, 210 Paterson Plank Road, Union City, New Jersey. Tops are molded by the Boonton Molding Company, Boonton, New Jersey, of cellulose acetate butyrate Tenite, a product of the Tennessee Eastman Company, Division of Eastman Kodak Company, Kingsport, Tennessee.

Recreation NEWS

Two New Playgrounds

United Nations headquarters on the East River in New York is going to include, as part of its international establishment, a playground for children. A plot one hundred by one hundred forty feet at Forty-eighth Street is being set aside for this special purpose. The UN is building, and will operate, the recreation area, complete with slides, swings and sandboxes. Not only the local community will be benefited, but the hundreds of thousands of visitors from all over the world, intent upon seeing the UN in operation, will be able to leave their children for supervised play.

In one of its editorials, the *New York Herald Tribune* commented: "This is an intimate and personal contribution that warms the heart. It is more than a gesture towards solving a local problem. The act of remembering the needs of children next door to world deliberations is one that speaks deeply to all people."

* * *

A new play center with modern equipment recently was donated to Ellis Island for the children waiting to enter this country. At present, many of these boys and girls are from displaced persons' camps in Europe.

The center is the gift of the National Council of Jewish Women to honor the late Anna M. Kaufman, a council staff member who worked with children over a twenty-five-year period at this location. The structure housing the play area has just been remodeled by the United States Government along colorful, attractive lines.

Soviet Imposes Rules

Russia has applied strict curbs on the public behavior of children under sixteen years of age to prevent juvenile delinquency.

Parents will be fined two hundred rubles (nominally six dollars) for each violation by their children of the following rules:

1. No buying of liquor or tobacco.
2. No children on public streets after ten p.m. unless accompanied by their parents.
3. Children's entertainments must end by nine p.m.
4. Movie and theatre attendance during vacation time restricted to Sundays and holidays unless group leaders organize mass attendance.

Relaxation for Servicemen

Servicemen in Atlanta, Georgia, may now relax at the Armed Forces Service Guild Lounge during off-duty hours, thanks to a group of generous Atlanta women.

The lounge, located on famous Peachtree Street, and near the heart of the city, was furnished, decorated and is being maintained by the Service Guild, Incorporated, an organization made up of 175 women. They have employed a full-time hostess and are underwriting all expenses.

The facility is open daily from nine-thirty a.m. to nine-thirty p.m. and from two-thirty to nine-thirty p.m. on Sundays. Here servicemen can congregate, dance with the junior hostesses who are on hand every evening, write letters, read or watch television shows. Refreshments are served gratis.

The lounge also furnishes an ideal place for traveling servicemen and women to rest and wait for their connections out of the city.

Mrs. Simon Selig, president of the Service Guild, has issued a statement in which she declares that the guild will sponsor the lounge just as long as there is a need for it. "We want the serviceman and woman to feel at home here," she adds. "We are going to do our best to make it a home away from home."

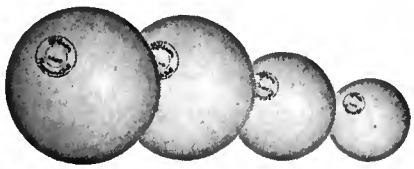
Lieutenant General John R. Hodge, Commanding General, Third Army, in formally opening the lounge, pointed out that healthful recreation is essential to the serviceman and praised the Atlanta women highly for their generosity and their initiative in creating this facility.

Recreation and Park Yearbook

$1.50 *Just out!*

National Recreation Association
315 Fourth Avenue New York 10, N. Y.

LOOK TO WILSON



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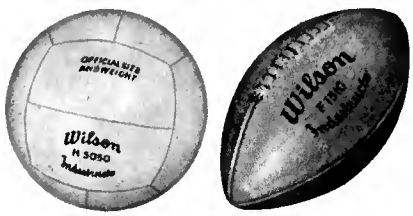

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Wilson Sporting Goods Co., Chicago
Branch offices in New York, San Francisco and 26 other principal cities
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Magazines and Pamphlets

INVISIBLE MENDING. Culver Products Company, Culver City, California. $1.00.

CAMPING MAGAZINE 1951 ANNUAL REFERENCE AND BUYING GUIDE ISSUE. Galloway Publishing Company, Plainfield, New Jersey.

PUBLIC RECREATION IN NORTH ALABAMA, Alabama State Planning Board, Montgomery, Alabama.

HIRES THROWS A SQUARE DANCE. The Charles E. Hires Company, Philadelphia, Pennsylvania. $.10.

MODERN DANCE BUILDING AND TEACHING LESSONS, Aileene Lockhart. William C. Brown Company, Dubuque, Iowa. $3.00.

FOR VOLUNTEERS WHO INTERVIEW, Kathleen Ormsby Larkin. Volunteer Bureau Welfare Council of Metropolitan Chicago, Illinois.

CHILDREN IN THE FAMILY; RIVALS AND FRIENDS, Edith G. Neisser. Bureau of Publications, Teachers College, Columbia University, New York. $.60.

YOUR GUIDE TO WISE BUYING. United States Testing Company, Incorporated, Hoboken, New Jersey. Free.

HOW TO BE PREPARED. Girl Scouts of the United States of America, New York.

SERVICES OF THE NATIONAL GIRL SCOUT ORGANIZATION TO ITS LOCAL UNITS. Girl Scouts of the United States of America, New York.

TOWARD IMPROVED CHEST-COUNCIL AGENCY RELATIONS, prepared by a committee sponsored jointly by Community Chests and Councils of America, Incorporated, and the National Social Welfare Assembly. Association Press, New York. $.75.

YOUR CHILD'S LEISURE TIME, Mildred Celia Letton. Bureau of Publications, Teachers College, Columbia University, New York. $.60.

AT WORK WITH YOUNG ADULTS, Allen S. Ellsworth. Association Press, New York. $1.50.

FOLK DANCE GUIDE, Paul Schwartz. Folk Dance Guide, P. O. Box 342, Cooper Station, New York. $.50.

CHILDREN'S CAMPS IN NEW YORK STATE. State of New York Department of Commerce, Albany, New York.

1951 DIRECTORY OF VOCATIONAL COUNSELING AGENCIES. National Vocational Guidance Association, St. Louis, Missouri. $1.00.

PHYSICAL EDUCATION FOR CHILDREN OF ELEMENTARY SCHOOL AGE. A report of the National Conference on Physical Education for Children of Elementary School Age. The Athletic Institute, Chicago, Illinois. $.50.

THE FIRST BOOK OF FELTCRAFT. Fun with Felt Corporation, New York. $.50.

FREE TIME IN THE ARMED FORCES. The President's Committee on Religion and Welfare in the Armed Forces. United States Government Printing Office, Washington, D.C. $.25.

SQUARE DANCE CALLS FROM TEXAS, edited by Marguerite Muchmore. T. S. McDaniel, Jr., Bellaire, Texas. $.50.

THE BOARD MEMBERS' MANUAL—HOW TO PRODUCE AND USE IT IN BOARD EDUCATION, Charlotte K. Demorest. National Publicity Council, New York. $1.00.

PHYSICAL ACTIVITIES PROGRAM FOR WOMEN AND GIRLS, 1951. Chicago Park District, Chicago, Illinois.

HIGH SCHOOL INTRAMURAL PROGRAM, William W. Scheerer. Burgess Publishing Company, Minneapolis, Minnesota. $2.00.

VISUAL MATERIALS IN SAFETY EDUCATION, Supplement II. National Commission on Safety Education, National Education Association, Washington, D.C. Single copy, thirty cents; two to nine copies, ten per cent reduction; ten to ninety-nine copies, twenty-five per cent reduction; one hundred or more copies, thirty-three-and-one-half per cent reduction.

Books Received

ADMINISTRATION OF HEALTH EDUCATION AND PHYSICAL EDUCATION, THE, Jesse Feiring Williams and Clifford Lee Brownell. Fourth edition. W. B. Saunders Company, Philadelphia, Pennsylvania. $3.75.

ALBERT'S ZOO, Jane Werner. Simon and Schuster, New York. $.25.

ALICE IN WONDERLAND FINDS THE GARDEN OF LIVE FLOWERS, told by Jane Werner. Simon and Schuster, New York. $.25.

AMERICAN PLANNING AND CIVIC ANNUAL, edited by Harlean James. American Planning and Civic Association, Washington, D.C.

ART OF GROUP DISCIPLINE, THE, Rudolph M. Wittenberg. Association Press, New York. $3.00.

BERTRAM AND HIS MARVELOUS ADVENTURES, Paul T. Gilbert. Dodd, Mead and Company, New York. $2.50.

BUGS BUNNY'S BOOK, told by Annie North Bedford. Simon and Schuster, New York. $1.50.

COMPETITIVE SPORTS IN SCHOOLS AND COLLEGES, Harry A. Scott. Harper and Brothers, New York. $5.00.

CREATIVE HANDS, Doris Cox and Barbara Warren. Second edition. John Wiley and Sons, New York. $6.50.

DEVELOPING DEMOCRATIC HUMAN RELATIONS. First Yearbook. American Association for Health, Physical Education and Recreation, Washington, D.C. $4.25.

FLOWERS AND TABLE SETTINGS, Julia S. Berrall. The Studio Publication Incorporated, in association with Thomas Y. Crowell Company, New York. $5.00.

GAMES FOR GROWNUPS, Marguerite Kohl and Frederica Young. A. A. Wyn, Incorporated, New York. $2.50.

new Publications

Covering the Leisure-time Field

Placement Pointers on Volunteer Service

Prepared by Robbie Hunt Burton. Association of Junior Leagues of America, New York.

Here is something from which public recreation leaders, or any recreation leaders who are seeking ways in which to work successfully with volunteers, well can profit.

One phase of the subject is concisely covered in this attractive pamphlet, and the ways of work presented in it have been tested and drawn from a fund of practical experience, for volunteer service to the community has been an essential part of the Junior League program from the very beginning. The author's clear descriptions of the interviewing of volunteers and of the other activities and responsibilities of the placement committee are excellent. Samples of cards and slips for record keeping are included.

The Family Pleasure Chest

Helen and Larry Eisenberg. Parthenon Press, Nashville, Tennessee. Paper $1.00; Cloth $1.50.

The indefatigable Eisenbergs have done it again! Their new book contains more suggestions for fun for the family — indoors, out-of-doors and even when camping. Among the contents of its 203 pages—including games, handcrafts, stunts, hobbies—you'll find, in addition to new ideas, old favorites that you've almost forgotten. Material for the book has been collected from people across the country and, in leafing through it, one is apt to come across familiar names. We note, for instance, that R. Bruce Tom, of Ohio State University—an old friend in recreation—makes a substantial contribution to the chapter on "Homemade Fun." He says, "Homemade recreation contains dynamic force that is waiting to be harnessed for the betterment of family life," and follows his statement with instructions for the making of a number of games to be enjoyed by home folks, friends and neighbors.

Among their own suggestions, the Eisenbergs ask: "Why not start your own family fun notebook? Cut, paste, collect, mark it up with your own ideas; lend it to others."

Their bibliography, which covers each section of the book, should be helpful to those really interested, as should be the section on family nights at the club or church.

Sports Equipment Selection, Care and Repair

Virginia Bourquardez and Charles Heilman. A. S. Barnes and Company, New York. $5.00.

This is a comprehensive, concise and detailed book that will be invaluable to any recreation department, school, college, university or organization that must buy sports equipment, would like its budget to go far and wants the best and most for its money. The book covers twenty-two major and minor sports in detail—what equipment to buy, standards by which to judge it, how it will wear, what care it will require.

So far as we know, it is the only book on this important subject—and it is authoritative. It has exact descriptions of the construction, materials, standards, amounts needed and proper care of both clothing and equipment for archery, baseball, softball, basketball, bowling, boxing and wrestling, fencing, field hockey, football, golf, ice hockey, lacrosse, tennis, badminton and squash, skiing, soccer, volleyball, handball and track events. Detailed analyses of the types, properties and care of leather, plastics, rubber, wood, light metals and textiles add to its value.

Campfire and Council Ring Programs

Allan A. Macfarlan. Association Press, New York. $2.50.

Calling all camp counsellors! Here's the book you all look for each camping or tripping season. There are campfire programs galore for boys and girls — games, stunts, ceremonies, quizzes.

Also included is good material on site, equipment, costumes, fire-lighting, magic and all the devices which make campfire programs long-to-be-remembered. Good, well-chosen material of this sort is very hard to find, so this book will be *very* welcome news!

American Indian Beadwork

W. Ben Hunt and J. F. "Buck" Burshears. The Bruce Publishing Company, Milwaukee, Wisconsin. $5.00.

This is a nine-by-twelve-inch book to allow for pages of photographic illustrations, drawings and diagrams and fourteen pages of four-color plates of designs used by many of the Indian tribes — Sioux, Ute, Apache, Zuni, Blackfoot, Arapalo, Ojibwa and others.

The first section of the book deals with methods and directions for doing different types of beadwork—loomed, sewed, rosette and so forth. Section two shows photographs of ceremonial costumes as well as actual beaded pieces. Section three features fourteen beautiful color plates of value to craftsmen interested in design.

Games for Grownups

Marguerite Kohl and Frederica Young. A. A. Wyn, Incorporated, New York. $2.50.

These games—162 of them—are for adults and teen-agers, and are a very well-selected group. What makes this game book different from, and better than some of, the many other good game books is the organization of the material, which is excellent, and the charts which show at a glance the location of any game, preparation needed, number of players and the time it takes to play.

Other charts at the end of the book act as game classifications, so that if a trick game is needed, there's no searching through the book. All that's necessary is to look at the chart of trick games—and there they all are, with their names and page numbers! Because of this careful organization, the book is remarkably easy to use.

The style of writing is sprightly and entertaining; the illustrations are amusing. Altogether, a very excellent addition for your game and party shelf. Recommended! (See "Recipes for Fun," page 231.)

Emotional Problems of Growing Up

O. Spurgeon English, M. D., and Stuart M. Finch, M. D. Science Research Associates, Chicago 4, Illinois. $.40; three copies for $1.00.

Written for teachers and parents, this forty-eight page pamphlet discusses the emotional problems of young people, stressing the relationship between adult attitudes and the child's emotional growth. Dr. English is head of the Department of Psychiatry at Temple University Medical School and Dr. Finch is director of the Department of Child Psychiatry at the same school.

Keeping Idle Hands Busy

Marion R. Spear. Burgess Publishing Company, Minneapolis 15, Minnesota. $1.75.

Although this little book came out a year ago, it is filled with so many good ideas that we cannot resist calling it to your attention here. The author, incidentally, is director of the Kalamazoo School of Occupational Therapy, Western Michigan College of Education. She has prepared her book for the use of those "with a limited budget who are endowed with imagination and resourcefulness." It is directed toward occupational therapists, teachers, leaders, housewives and others interested in working with their hands. It tells how to use to advantage discarded or waste materials or materials salvaged in the home, and has an excellent section on the use of native products—acorns, corn husks, driftwood, feathers, rushes, sand, twigs and thorns and so on. The other sections of the book are: Cloth; Paper; Wood.

Profile of Youth

Edited by Maureen Daly. J. B. Lippincott Company, Philadelphia, Pennsylvania. $2.95.

What are the facts about our 15,372,000 teen-agers? What do they themselves think about morals, religion, politics? What do they like to eat, to wear, to do? Answers to these questions—important for many reasons—are given in this frank, down-to-earth survey of the teen-agers in this country. Fifteen editors and researchers from *The Ladies' Home Journal* took a year of travel in forty-five states to collect this portrait of the youth who will control America's future. Excellent supplementary reading for those wide-awake leaders who are constantly searching for a better understanding of their young people.

The Art of Group Discipline

Rudolph M. Wittenberg. Association Press, New York. $3.00.

Perhaps the best way to review this valuable book is to quote from it. Such quotations, taken at random, will give an indication of the simplicity and force of the style and, at the same time show, in a small way, the fundamental soundness of the text. Here are a few thought-provoking sentences, given without any of the many actual cases used as illustrations:

"Discipline is a progressive process that comes about through cooperative action rather than imposed restrictions."

"Frequently trouble arises because we ask the children to do nothing, which is one of the most unreasonable requests to make of them."

"Face the fact that discipline is a process, not an emergency measure."

"The leader cannot avoid taking part in the process of discipline; he either retards it or furthers it."

"Don't expect an individual to give up a satisfaction unless he can be given something more satisfying to take its place."

"The group's choice of a natural leader is an index of its needs and discipline and should, therefore, be respected."

"The job of developing disciplined citizens cannot be done within the walls of an agency offering no more than a good recreation program and good will, as valuable as these are in themselves."

Are there any recreation leaders—or teachers—or parents—who haven't had to face up to this question of discipline? Remember trying to get camp quieted down after taps? Trying to get youngsters out of the pool when the swimming period was over? Keeping order backstage during the play or pageant? Making announcements in a noisy assembly hall? Coping with a sullen, rude teen-ager?

Here's a book that lays the groundwork for better understanding and better techniques. It reads well, is well-organized and worth careful study. It would be a wonderful book to use as a basis of a series of discussions in staff meetings or in-service training periods. We recommend that every recreation director read it — and encourage his staff to read it.

Please Note!

Leadership in Recreation, Gerald B. Fitzgerald, A. S. Barnes and Company, New York. $3.50.

Reviewed in the personnel section of this issue, page 224.

Puppets and Bible Plays

Josie Robins and Marjory Louise Bracher. Muhlenberg Press, Philadelphia. $1.25.

This simple and beautiful little book gives careful plans for making puppets out of material easy to come by, especially ordinary spools. No special gift of handcraft is required. Child-like dramatizations of well-known Bible stories lend a lovely flavor.

In case you're wondering what to do about your Halloween and Thanksgiving celebrations, here is a list of helpful material available from the National Recreation Association, 315 Fourth Avenue, New York 10, New York.

FOR HALLOWEEN

All Set for Halloween (P 10)—Large-scale, outdoor suggestions and smaller-scale, indoor ideas . . . . . $.15

Bring On Your Spooks (MB 1949)—Suggestions for decorations and games . . $.10

Community Celebrates Halloween, The (MP 278)—Reports from many cities, with suggestions for the whole community and for neighborhood affairs . . . . . $.15

For a Halloween Party (MB 580)—Games, contests and fortunes for a party . . $.10

Fun for Halloween (MP 141)—Party plans include decorations, invitations, pre-party games, active games, quiet games, musical activities, stories, dramatics and a good bibliography . . . . . $.25

Games and Stunts for Halloween (MB 787)—Includes a dance, fortune-telling and so forth . . . . . $.10

Ghosts and All (MB 625)—A party plan $.10

Halloween Fun (MB 1891)—Suggested activities from various cities . . . . . $.10

Halloween Gambols (MP 169)—A short play in which the host is none other than Mephistopheles, and there are ghosts, goblins and witches . . . . . $.10

Halloween Party for Children, A (MB 1696)—House-to-house party with different activities at every stop along the route $.10

Outline for Halloween (MB 2003)—Lafayette, Louisiana, plans for grade parties $.10

Peter Pumpkin Eater (MP 202)—A children's play, based upon the old nursery rhyme $.15

Terrible Ghost Story, A (MB 267)—Chills and thrills abound in this short, but effective, ghost story . . . . . $.10

Witches and Elves Dance (MB 2004)—Simple dances for all age groups . . . $.10

(For additional suggestions, see Bulletin F 44)

FOR THANKSGIVING

Captain's Dilemma, The (MP 89)—A playlet based upon the famous courtship of Miles Standish . . . . . $.10

Children of the Americas (MP 338)—A pageant depicting, through song and dance, historic periods of America . . . . $.10

Community Pageant for Thanksgiving (MB 2010) . . . . . $.10

Faith of Our Fathers (MP 46)—A Pilgrim pageant. The first part tells of the Pilgrims, brings out clearly the signing of the Mayflower Compact and also contains a scene of the first Thanksgiving. The second part tells of the faith of our fathers in modern times . . . . . $.25

Family Party for Thanksgiving, A (MB 1578) . . . . . $.10

For a Happy Thanksgiving (Reprinted from RECREATION) — Suggestions for a simple harvest community night consisting of songs, dances and considerable pageantry. Also suggests other possibilities for harvest entertainments and festivals . . . . . $.10

Fun for Thanksgiving (MB 1576)—Games and decorations . . . . . $.10

Harvest Home Thanksgiving Party (MB 1579)—Grand fun for a family celebration . . . . . $.10

Plays, Pageants, Festivals and Other Entertainment Material for Thanksgiving (MP 342)—A bibliography . . . . $.10

Program for Thanksgiving, A (MP 367)—Eight tableaux with narrators . . . $.10

Thanksgiving Ceremonial, A (MB 1421)—For church, school, community auditorium use. The Earth Mother and the Earth Children take part in a procession, followed by groups of Pilgrims, pioneers and those who share their offerings . . . . . $.10

Thanksgiving Down on the Farm (MB 1892)—Decorations and games . . $.10

Three Thanksgivings, The (MP 51)—A November humoresque of the Thanksgivings of the past, present and future . . . . $.25

Turkeys in the Treetop (MP 407)—Games and mixers for your party . . . . $.10

(For additional suggestions, see Bulletin F 45)

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Medal of Honor

Private First Class Melvin Brown, of Mahaffey, Pennsylvania—Medal of Honor for valor in action near Kasan, Korea, September 4, 1950. Stubbornly holding an advanced position atop a wall, Pfc. Brown stood off attacking North Koreans until all his rifle ammunition and grenades were gone. When last seen he was still fighting—with only an entrenching shovel—rather than give up an inch of ground.

Never forget the devotion of Melvin Brown!

Now, this very day, you can help make safer the land he served so far "above and beyond the call of duty." Whoever you are, wherever you are, you can begin buying more . . . and more . . . and more United States Defense* Bonds. For every time you buy a bond you're helping keep solid and stable and strong the country for which Private Brown gave everything he had.

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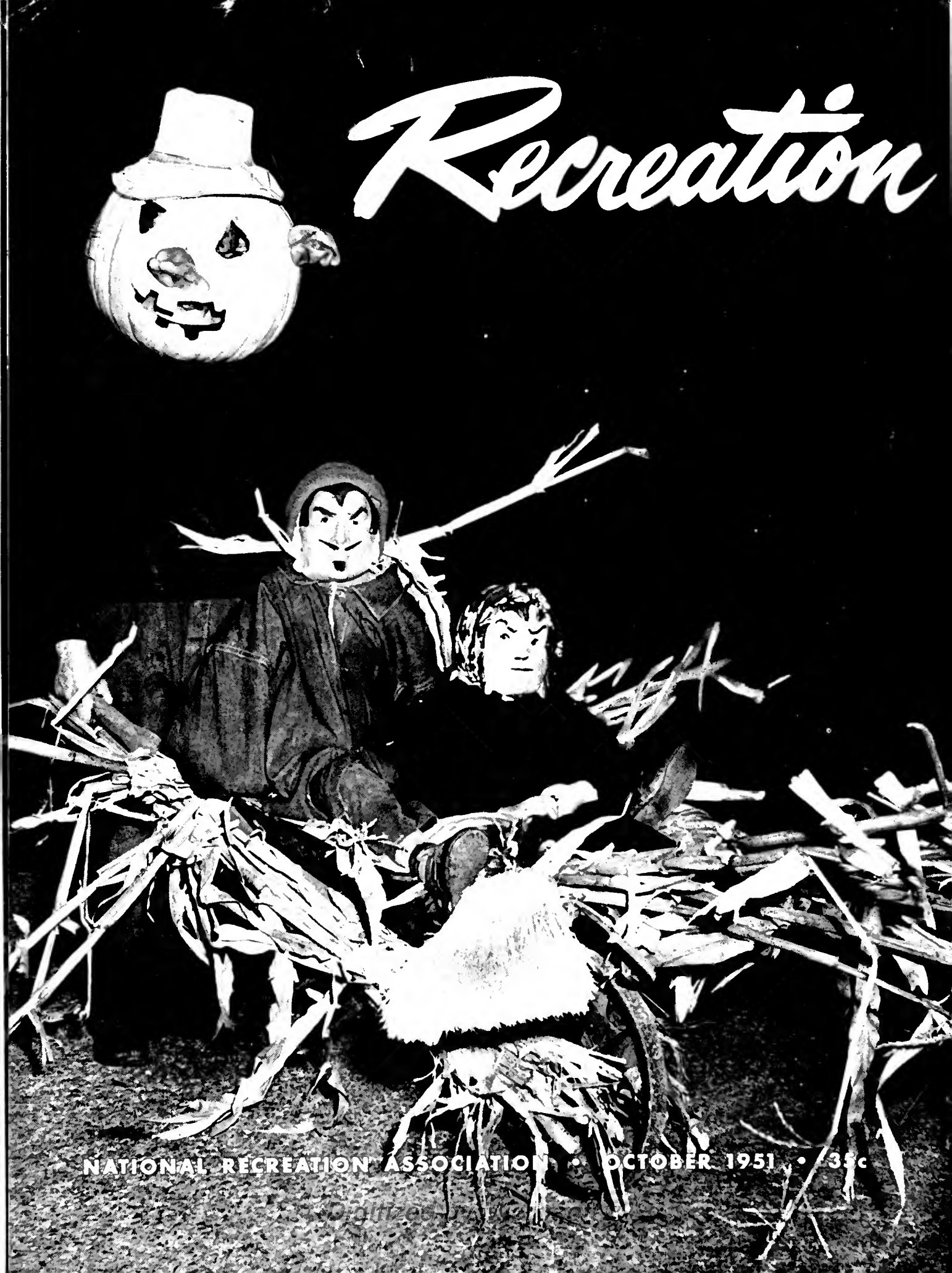

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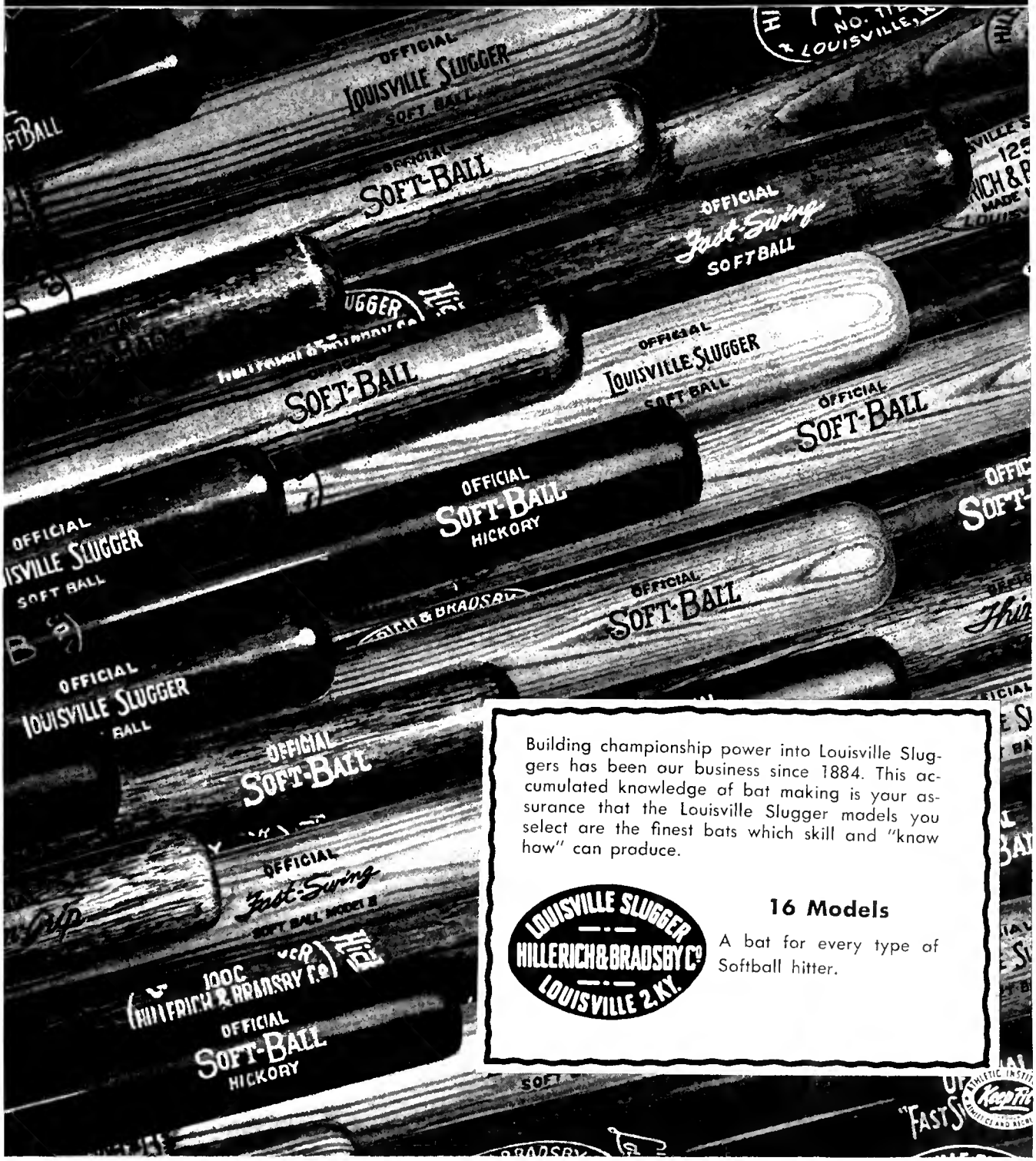

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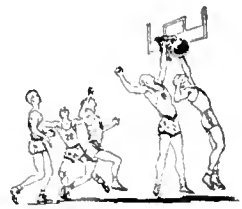

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Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Vol. XLV Price 35 Cents No. 5

On the Cover

October—the month of goblins, witches and black cats against the moon. Here three Hallowe'en spooks, seen by human eye only once a year, are caught by the camera, in a brief moment of illumination. Photograph, courtesy of the Fairlawn, New Jersey, Recreation Department.

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Next Month

Suggestions for Christmas planning and pre-Christmas activities always appear in our November issue. This year, watch for the good list of 16mm. Thanksgiving films. Also, don't miss the good articles on drama, and George Butler's "Playground Accidents Prompt Surfacing Study." Young people, and those who counsel them, will particularly be interested in "Recreation as a Career," by three recreation executives—one who has been in the profession only two years, one who is an "old timer" and one who has just retired after outstanding service.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

Recreation and the United Defense Fund (editorial), Joseph Prendergast ... 245
Bike-Ways Today, Godfrey Frankel ... 252
No One There (Hallowe'en Poem), Helen K. Evans ... 256
Emergency Game Kits for Air Raid Shelters, Donald B. Dyer ... 260
Want a Good Job With No Pay? J. Campbell Bruce ... 262
A City Newspaper Plans for Youth ... 271
Happenings of Note ... 274
Rocking Chair Recreation Outmoded, Lester Koritz ... 275
The National Roster, Alfred B. Jensen ... 277
Guilford Recreation Club, Harrison Brown and Polly Tier ... 278
Personalities in the Recreation News—Floyd A. Rowe ... 290
Hobbies—I Set My Housework to Music, Agnes Page Hulsey ... 293
Indiana—State of Recreation Degrees ... 295
Industrial Recreation Meeting ... 301
Recreation News ... 301

Administration

A County Protects Its Forest Preserves ... 257
Taking Advantage of Television ... 266
School Buildings for Community Use ... 268
The Park School as a Functional Facility, Malcolm Kirkpatrick ... 286
A Metropolitan Recreation Council ... 291
Professional Recreation—Whose Responsibility? Willard C. Sutherland ... 294

Program Activities

The Habit of Books, Nancy Faulkner ... 249
Rifle Instruction, A. J. Schara ... 251
Boy Meets Girl at Couple Shoot, Mrs. William Hindson ... 261
Batter Up! George-Anna Carter ... 264
Hints for Hallowe'en ... 267
Most Popular Children's Plays ... 270
The Scrap Depot, Viva Whitney ... 280
Arena Theatre ... 283
Lighted Schoolhouse "Sock Hops," Ismar P. Tick ... 284
How to Do It! Frank A. Staples ... 288
Singing with Motion, Frank J. Anneberg ... 289
Games for Your Collection, John A. Friedrich and John Smith ... 298
Recipes for Fun—Hallowe'en Party ... 299

Regular Features

Things You Should Know ... 246
Recreation Comments ... 247
Suggestion Box ... 296
Recreation Market News ... 302
Magazines and Pamphlets ... 303
Books Received ... 303
New Publications ... 304

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Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

RECREATION and the UNITED DEFENSE FUND

TODAY, the United States lives and must continue to live in a state which is neither peace nor war. The ultimate tipping of the scale for peace or total mobilization may not come for years. It may never come in our time; or all-out war could come tomorrow. An event occurs. A demand is made; and within minutes the explosives of war rock the world.

In this cold war atmosphere, there can be no apathy. Success in resisting the designs of Soviet Russia for world domination will depend upon the ability of all of our people to adjust their living, their thinking, and their efforts to furthering effective mobilization for the security of this country.

It is heartening, therefore, in this time of uncertainty and tension, to know that the nation's outstanding voluntary recreation, health and welfare agencies are rising to the occasion by providing special services to help meet the growing needs created by the defense program. Such organizations as the National Recreation Association, United Service Organizations and the American Social Hygiene Association not only are providing services vital to the members of our armed forces but, through the United Community Defense Services, are putting their combined skills at the service of defense-impacted communities needing a helping hand.

To finance their extra services, these agencies have joined forces in the United Defense Fund for one appeal to the country, for the support of *special defense* activities. With a total goal of $18,624,854 for 1952, the United Defense Fund is seeking $16,511,854 of this amount through fall Community Chest Red Feather campaigns in towns and cities throughout the land. The remaining $2,113,000 of the total campaign goal will be sought through a separate campaign in New York City.

There can be no question of the need for the services to be provided with this money. President Truman declares that "the formation of the United Defense Fund is highly gratifying . . . to everyone concerned with the national defense effort . . . I salute this united effort for its fine example of teamwork."

Charles E. Wilson, director of the Office of Defense Mobilization, thinks that "if there is fumbling or delay in establishing community services necessary to maintain everyday living on a satisfactory basis, industry can lose vital manpower through absenteeism, illness and turnover in skilled labor. All of these are a real threat to production."

Consumer testimony in support of the need for the United Defense Fund and of the services which it finances comes from all sides.

There is the sergeant in Korea who writes of the tremendous morale effect of the USO Camp Show Units . . .

The working mother in an industrially impacted community on the West Coast, relieved because a child care center has been established . . .

The young man in one of the recently reactivated armed forces installations who reports that the recreation opportunities provided by the local community make it seem as though he is in his own home town . . .

Thousands of people in the military and civil front lines of our cold war mobilization are benefiting from the work of the UDF agencies. Millions more need their help. This can be made possible only through the wholehearted support of all citizens. General George C. Marshall, Secretary of Defense, summed up the thinking of our top officials when he said: "The United Defense Fund is an integral part of the defense effort. It is coordinating its efforts closely with those of the government. I hope that the nation's Community Chests and our people will stand solidly behind it."

The National Recreation Association is using, to the fullest extent, its normal services in helping to meet recreation problems created by the defense program. However, the need is greater than can be met through its regular budget. Special additional services are essential and are being financed by the United Defense Fund. The association urges all those interested in helping recreation meet its defense responsibilities to take a special interest in the success this fall of the local Community Chest campaigns, of which the United Defense Fund is a part.

In these troubled times, community recreation is vital. To make its benefits available to all requires special and constant local and national effort. This situation brings a new public relations opportunity to recreation departments. Take advantage of it and interpret to your local Community Chest and to your community the need and purpose of the United Defense Fund.

Help keep America strong.

Joseph Prendergast

Things You Should Know . .

• ORDER M-4, of the National Production Authority, was revoked as of August 3 and replaced with Order M-4A. The latter, revised August 20, retains the list of prohibited recreation construction, but provides for exceptions and a limited use of critical materials. Effective October 1, the use of steel or copper for any kind of recreation construction will require formal NPA allotments.

To apply for an adjustment or exception from M-4A, both Form NPAF 24A and Form CMP-4C must be filed with the National Production Authority, Washington 25, D. C. In determining whether an exception or adjustment should be granted, NPA will consider whether the applicant has properly provided for sufficient quantities of controlled materials to complete the proposed structure.

• THE MAYBANK SPENCE BILL, which was passed by Congress on August 21, provides, among other things, for a sixty-million-dollar fund for loans and grants to critical defense communities for the construction and operation of community facilities and services, including those of recreation—if they cannot be financed locally. Provisions will be discussed at one of the defense meetings of the National Recreation Congress in Boston.

• OFF THE PRESS OCTOBER FIRST will be the new "Emergency Recreation Services in Civil Defense" manual, published by the National Recreation Association. In addition, number sixteen of the "Defense Recreation Bulletin," designed to keep recreation people abreast of the times in all matters relating to recreation and defense, was released on the fifth of September. The files of every recreation worker should contain a complete set.

• ANY SERVICEMAN IN UNIFORM will be exempt from the Federal admission tax on entertainment if he is not paying any admission price, according to Bill HR 4601, which was approved by the House in August.

• THE SIXTH ANNUAL Industrial Recreation Conference, to be held at Purdue University November 18, will feature Joseph Prendergast as its main speaker. His topic will be "Recreation's Contribution to our Industrial Society in a Period of Emergency."

Mr. Prendergast also will attend the Third National Catholic Youth Conference in Cincinnati on October 15, the Mid-Continent Park and Recreation Conference in La Crosse, Wisconsin, October 24 to 25, and the thirty-first meeting of the National Conference on State Parks, Zaleski, Ohio, Oct. 8-12.

• THE UNITED STATES DEPARTMENT OF DEFENSE has established a women's advisory committee, of women prominent in public and professional fields. Members have been appointed by Mrs. Anna M. Rosenberg, Assistant Secretary of Defense, and their responsibility will be to give expert counsel on policies which will make military service attractive to young women and assure their parents that genuine interest is being taken in their welfare. The new committee is entitled "The Defense Advisory Council on Women in the Service."

• THE AMERICAN COUNCIL ON EDUCATION held a significant conference on "Women in the Defense Decade," at the Commodore Hotel in New York City, September 27 to 28, and discussed what women's attitudes, philosophy and activities should be in the next ten years. The National Recreation Association was presented by Helen Dauncey, Katherine F. Barker Memorial Secretary for Women and Girls.

• AN ANALYSIS of the annual state park expenditures, sources of funds, attendance, personnel and land acquisition for 1950 now is available from the United States Department of the Interior, National Park Service, Recreation Planning Division, Washington, D. C. This is compiled from the 1950 annual records on state park lands and related areas.

• TWO INTERESTING CANADIAN SURVEYS, now completed, are: 1) "National Survey of Recreation in Canadian Communities," sponsored jointly by the National Council on Physical Fitness, the Canadian Federation of Mayors and Municipalities and the Parks and Recreation Association of Canada, available from the Department of National Health and Welfare, Jackson Building, Ottawa; 2) "Recreation in Industry," a survey of recreation programs in manufacturing plants in Ontario, conducted by the Community Programmes Branch of the Ontario Department of Education and available from branch offices at 206 Huron Street, Toronto.

• A PROGRESS REPORT (No. 1323), "An Experiment in Informal Community Organization," which deals with a simple and successful experiment in community organizations, may be obtained by writing to the Texas Agricultural Experiment Station, Texas A and M College System, College Station, Texas.

The first of at least five cities in Illinois that have passed an ordinance prohibiting powered model airplanes from flying within the city limits is reported to be Evanston, Illinois. This action by the city council has not met general approval and, according to the superintendent of recreation, members of the Junior Chamber of Commerce are making efforts to have the ordinance rescinded. "It is an example of hurried legislation, sponsored by an alderman because his constituency complained of the noise caused by the motors. The solution is certainly not to be found in elimination, but rather through controls." (See article, "Model Aviation," October 1950, issue of RECREATION.—Ed.)

District Music Service

Sirs:

Because of your interest in activities for older people, we thought you would wish to know about a new service developed by our District Music Department.

This past year the East Harlem Council for Community Planning asked us to work out group music programs for persons over the age of sixty. The first of these, undertaken for the Yorkville Neighborhood Club, revealed the most satisfactory results . . .

Assigned to graduate students, the programs combine entertainment with informal choral instruction and performance. They make use of musical training any of the group members may have had, but take into consideration the fact that many have had no prior musical background.

Visiting observers from other agencies have expressed complete approval of the approach, and the school has been asked to undertake leadership of other such programs.

Several student-leaders, who planned and conducted the programs, have become so greatly interested in constructive activities for older people that they plan to specialize in this field . . .

Meanwhile, some of the graduate students would be glad of the opportunity to plan and direct similar programs for other groups or clubs of older persons. If any organization with which you are connected has need for this kind of leadership, we shall greatly appreciate your letting us know; or they may write directly to us at 238 East 105th Street, New York 29, New York. The fees are nominal, but will assist the students while they complete their training.

ISABELLE STRAUSS, District Music Service, Manhattan School of Music.

Factual Data Wanted

Sirs:

We have received several requests for factual data on daily use factors of the latrine buildings in public parks and recreational areas. We would like to know if any of your district representatives, in their contacts with local recreation and park authorities, have compiled any data on this subject or would have any information that may be of value to us. In a number of instances, it is generally believed that latrine buildings and comfort stations may be over-designed, with more fixtures than are necessary adequately to service the public using the specific area. Any information you may be able to furnish us in this connection will be greatly appreciated.

JOHN B. THOMAS, Municipal and Rural Branch, Division of Sanitation, Federal Security Agency, Public Health Service, Washington 25, D. C.

Subscribers: We shall greatly appreciate your sending us an account of the results of your experiences, along the lines of the above, so that we may pass it on to others.—Ed.

About Recreation

Sirs:

Congratulations certainly are due the staff of the RECREATION magazine . . . Too often those of us who are regular leaders of a publication take for granted the efforts and hard work of those who are responsible for the actual publication details.

As a recreation enthusiast for over twenty years and an active NRA member since college days, I have turned to RECREATION many times for inspiration (when the going got tough), new ideas (when my program needed a lift) and for my own recreation as well . . . During this time the magazine has grown and broadened its coverage and kept pace with the development and expansion of the recreation profession and field . . . It is gratifying to pick it up now and find such an excellent and extensive coverage of many specialized and generalized activities, plus thought-provoking articles on the theoretical, objective, administrative and evaluative sides of recreation. The May 1951 issue is an outstanding ex-

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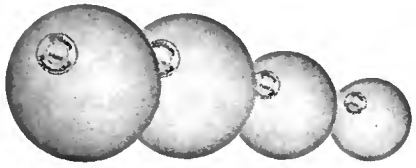

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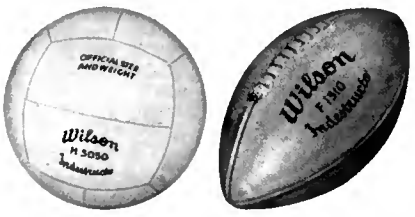

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ample of just such material.

"Recreation in Veterans Administration Hospitals," of special interest to me as a recreation technician at a Veterans Administration Center, "The Need for Recreation—What Is It?", of great help in bringing into focus the total recreation picture, and "Suggestions for Recreation Training Programs in Colleges and Universities" were outstanding.

From month to month features like Recipes for Fun, Personal Opportunities, Things You Should Know, The Suggestion Box, New Publications and Market News continue to serve as a means of keeping current with the best of what's new in our rapidly expanding profession.

MRS. LORRAINE V. CLARK, Recreation Technician, Milwaukee, Wis.

"Whither 'Western' Square Dance?"

Sirs:

I have been impressed with the number of letters written regarding "Whither 'Western' Square Dance?" which appeared in RECREATION last November. We in Atchison have had experience with both sides of the question and have found that the basic western patterns without all of the fancy embellishments are the most popular with the average dancer.

Most people go to a square dance to relax, forget their everyday problems and have a good time. They cannot do this while learning or attempting to learn a great number of fancy intricate steps. These fancy dressed up dances have their place and I believe that those who care to dance for the sake of perfection and the presentation of exhibitions should be encouraged. However, this is not for the average square dancer.

In the spring of 1950 a group of our dancers were asked to take part in the exhibitions at a Kansas City festival. They refused because they were obviously unprepared for an exhibition of that type and, as it later proved, would have been very much out of place in view of the flowery and fancy costumes worn by most of the dancers. A group of us attended and attempted to join in the dancing after the exhibitions. A caller billed from Hollywood was on hand and our group was unable to understand his gibberish. Thinking that we were perhaps a group of ignorant dolts and could not square dance after all, I looked about and found that about seventy-five per cent of the dancers could not understand it either. Needless to say, we left as did many others.

Many callers are now getting to the point where clarity and direction have lost all meaning for them and they are attempting to put on a show of their own. They lose sight of the fact that their one and only purpose is to direct the dancers in a manner that can be understood. Nothing is more confusing than to be left wandering around in a maze of unfamiliar phrases. . . .

We are fortunate that this condition does not exist in our regular dances here in Kansas and other parts of the Midwest. Our callers are courteous and try to help the dancers . . . All in all, I think that the square dance has great recreational value and is a wonderful equalizer. However, we should not take it too seriously. When we do, it will cease to be fun.

WAYNE BLY, Superintendent of Recreation, Atchison Public Recreation Commission, Atchison, Kansas.

Sirs:

"Whither 'Western' Square Dance?" in the November issue was wonderful. I thoroughly agreed with everything in the article and so did most of the members of our Lexington Country Dance Society.

We were wondering if you would give us permission to reprint the article to send to other people or if you have copies that you could send us to distribute not only to our members but to send to other dance groups?

We especially agree that the twirls and whirls, the elaborate costumes and commercial side of the western square dancing are detrimental to the whole dance movement.

JAMES PHEANE ROSS, Field Agent in Club Work, Lexington, Kentucky.

Subscribers: Won't more of you write us your opinions and ideas for this page? Your cooperation could make it ever more valuable.—Ed.

THE HABIT of BOOKS

Nancy Faulkner

November eleventh to seventeenth, 1951, is Children's Book Week, and its slogan this year is "New Horizons with Books." It's a time set aside for focusing attention upon children and books, and the need of the one for the other. It's a good time to take stock of the place of books in the recreation program.

Or are you one of those recreation leaders who feels that books are the job of the teacher or the librarian or the parent? A lot of people think that the habit of books can be left to the individual. A youngster will read—or not read—according to his own natural impulses. Why should a recreation program devote time to so personal a matter as reading?

There is, of course, an element of truth in this reasoning. There *are* natural readers in the world of youngsters. They'll read in spite of heaven and the horse guards and, too often, the problem is to drive them into the varied program and the physical activity which they need. But these boys and girls are relatively few. For the great majority of small people, the habit of books has to be nurtured.

Is it any part of the recreation leader's job to plant the seed of reading and tend it? I believe that it *is* a part of his job—a very important part. I believe that this is true for two good *recreation* reasons.

READING FOR THE INDIVIDUAL

The habit of books can be one of the most satisfying and long-continuing recreation patterns of them all. When middle-aged muscles and the pressures of adult living push athletic skills into a corner of memory, books still will cheer the heart and delight the mind.

Lack of recreation facilities or lack of time to use them may face any of us in our adult lives. But books are always being published and can be adapted to any segment of recreation time we have available. Neither time nor isolation nor—in these days of inexpensive reprints, libraries and bookmobiles—a thin purse need separate a person from the recreation that lies in books, *once the habit is formed.*

But—there are hundreds of thousands of boys and girls in the United States who have never seen a book other than a textbook. There are whole counties in some of our states in which the only book to be found is the Bible. Even with more fortunate youngsters who have easy access to books, the substitutes for reading—comics, movies, television, radio—are pushing books more and more into the limbo of forgotten pleasures.

What chance has the majority of the growing-up generation to make a habit of books against future needs unless they are guided or gently pushed into this great, fascinating world of the printed word? Who is to lead them to the discovery of "new horizons with books"—as the Children's Book Week Committee so aptly puts it? Certainly the teacher, the librarian and the parent can help develop the habit, but so can, and so should, the recreation leader. This is more especially so because the recreation leader has at his command skills and facilities which can be turned to good account in presenting to non-readers the idea of reading in a climate of fun.

—AND THE RECREATION PROGRAM

If a vigorous and well-rounded program based upon books can be of growing and lasting value to the individual as he progresses from childhood to old age, it can be, as well, a shot in the arm for the recreation program. For books, properly used, will enrich the whole activity program.

Story Hours: At the very least, books can provide a quiet contrast to active sports and games at a relatively small expenditure of money, time and trained personnel through the story hour, reading hour or listening hour. The best kind of story hour, *if* you're so fortunate as to have a really good storyteller on your staff, is the personally-told tale drawn from old favorites or from any of the thousands of excellent new books for children

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Miss Faulkner, *at one time managing editor of* Recreation, *is affiliated with Gloria Chandler Recordings, Inc.*

that go each year from editors' desks to book stores and libraries, schools and homes. Many full-length children's books can be easily and successfully cut to meet the storyteller's time needs. A part of the book thus told, and a hint of other adventures not divulged by the storyteller, often will lead the listeners to read the full book for themselves and thus begin a habit of books.

If you haven't a good storyteller at your beck and call, story records can do the job for you. At the end of this article, you'll find some sources for these and other aids to the reading program.

If some portion of the budget can be used for the gradual building up of a recreation center library, youngsters can be led to investigate for themselves the insides of books through a reading hour. And there is one good thing about building a library of children's books—seldom do they, as adult books so often do, become quickly dated or uninteresting. Children's books go on year after year, serving new generations of youngsters as they come along.

At least, books can provide a quiet contrast to active sports and games; at best, they can lead to discovery of new horizons.

Drama and Radio Activities: For a more highly developed program, books can be used as a jumping-off place for many another activity. There's no better start for play-acting than a well-loved story. Youngsters naturally tend to act out a good yarn. And good yarns by the hundreds are published every year. A segment of a book can, with a little adult guidance, be worked into a simple dramatization by young scribblers to be acted out as a play or a mock radio production by dramatic or radio groups. Both the dramatization and the acting become integral parts of the activities program. Probably, the warning that public performances require permission from the copyright owner isn't necessary; but, in any case, there is much that can be done with book dramatizations, for the fun of it, in the realm of informal dramatics on the playground or at the recreation center.

Crafts, Dancing, Music, Nature: Props, costumes, scenery for the play—no matter how simple—or production effects for the mock radio show lead naturally to crafts activities. But, even without dramatization, books lead into crafts. Making and dressing character dolls, modelling in sandboxes and carving in soap or wood, mask and model making — these can all be sparked from the great wealth of story material upon book shelves. Scrapbooks, picture books, picture maps, folk singing, folk dancing, nature activities can be tied to books and lead out of them into a full year's activity program. And, in so doing, all of these can contribute to the habit of books.

A TIME FOR BEGINNING

Children's Book Week is a good time to begin a year-long book program. This special week is, by now, as familiar in the book world as Thanksgiving or Halloween. All over the country communities large and small give special thought to the reading needs of youngsters. Schools and libraries, booksellers, radio stations and laymen plan activities ranging from book bazaars to lectures. A well-planned, week-long celebration of book week will lay a strong foundation for continuing fun with books and, if done in cooperation with other local groups, can become a strikingly effective city-wide affair. Here are some suggestions for marking Children's Book Week in recreation centers.

Book Fairs or Bazaars: A book fair or book bazaar has a two-fold purpose. It makes it possible for youngsters and their parents to see at first hand some of the hundreds of books available to them, and it provides, through a discount arrangement with booksellers, money to buy books for the sponsoring groups.

A book fair or bazaar may be as elaborate or as simple as your time and funds justify. It can be handled by the recreation or park department alone or in cooperation with some other community group interested in children—such as the PTA, the Junior League, the Woman's Club and the like. In some cities, local booksellers will set up a book fair or bazaar for you. However, if this is not possible, arrangements may be made through Book Fairs, Incorporated, or *Scholastic Teacher's* book bazaar service. (See resources list.)

Costume Party: A costume party, if you haven't as yet established a reading program, had best stick to the better-known classics for costume ideas—*Tom Sawyer*, *Huckleberry Finn*, *Peter Rabbit*, *Little Women* and so on. If your youngsters already are familiar with the modern classics for children, the sky is the limit on the chances for dressing up as book people.

All the old and well-loved games can be used for fun—adapted to the book theme. The title or a story character can be pinned onto a book, instead of the tail on the donkey. "Going-to-Jerusalem" can become "Going-to-Bookland," and so on. Ideas for decorations and refreshments can be drawn from books, or from some special book, for they are full of suggestions in both of these categories. There might, for example, be an *Alice in Wonderland* party.

Treasure Hunt or Scavenger Hunt: A treasure hunt, with clues made up from book titles, or a scavenger hunt for such things as Tom Sawyer's paintbrush or a doughnut from Homer Price's uncle's doughnut machine will provide physical activity and mental gymnastics for middle-agers. These activities, as well as a book quiz, may be used separately or may be combined with the costume party.

Storytelling or Story Record Party: An excellent activity for book week

can be built around the Newberry Award books. Each year, the children's librarians of the country decide which book will receive this award as the most distinguished contribution to children's literature of the year. Some of these stories have been dramatized and recorded. All of them are available to storytellers. An afternoon devoted to hearing one or more of these tales, to learning something of the history of children's books and of John Newberry who pioneered in bringing books to children, together with an exhibit of Newberry Award winners would be a fitting way to mark this special week.

Poster Exhibit: Each year, the Children's Book Council prepares a poster to be used during book week. These posters are available from them for a small sum. The 1951 poster might serve as a nucleus for developing your own exhibit of posters made by your young patrons and displayed during book week at the recreation center.

RESOURCES LIST

Children's Book Council, 50 West 53rd Street, New York. Posters, manuals, phonograph records *about* books: general information and advice on program planning.

Scholastic Teacher, 351 Fourth Avenue, New York. Book bazaars; an inexpensive book club plan for youngsters from eleven to eighteen years of age.

Book Fairs, Incorporated, Michigan City, Indiana. Information and books for book fairs.

American Library Association, 50 East Huron Street, Chicago, Illinois. Book lists, storytelling records.

Gloria Chandler Recordings, Incorporated, 422½ West 46th Street, New York. Dramatizations on records of Newberry winners and other books.

All firing is done under strict supervision. Older students pitch in, help the beginners to receive individual attention.

A. J. Schara

Rifle Instruction

FOR THE PAST TWELVE YEARS, the Manitowoc, Wisconsin, Recreation Department has been giving local youngsters an opportunity to attend classes in rifle instruction. Marksmanship and safety, under the strict guidance of Syd Herman, provide the fundamental aims of this activity.

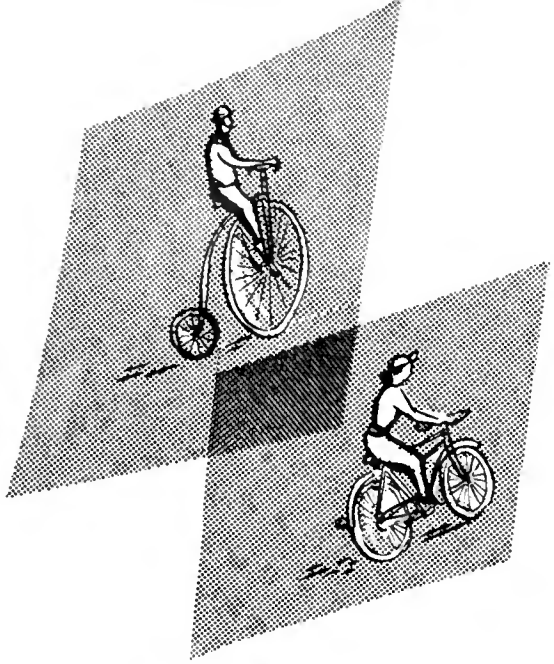
Three classes of junior rifle instruction are offered by the department. One night is set aside for beginners and to permit youngsters of high school age to enroll. This particular group is so limited because the department believes that youngsters under high school age should not be encouraged to be out after dark. Therefore, a class for the younger group is offered on Saturday mornings and afternoons. Another evening is set aside for those ready for advanced instruction and perfection in marksmanship. The classes start in November and end in April. Since their inception, over twenty-five hundred boys and girls have attended and the enrollment for 1951 is well over the two hundred mark.

A youngster wishing instruction comes to the recreation office to secure an enrollment blank. This is taken home for his parents' signatures and release of liability. Upon its being returned to the office, a fifty-cent membership fee is paid. The receipt part of the blank, stating his full name, age and address, is given to the youngster to take to the instructor for assignment to a class at an appropriate time. All classes run for one hour and there are three or four classes to each period of instruction.

The rifle and pistol indoor range of the Manitowoc Police Department is the scene for all activity. Through the fine cooperation of Chief of Police J. J. Kuplic, it has been made available, without cost, to the recreation department. No youngster is permitted to bring his or her own gun to any class. The guns used by the students are government issued and are inspected by the instructor before each session begins. Ammunition and targets, which also are furnished to the boys and girls at no cost, are government issued too. Each participant is given at least ten free shots during his class period. In many cases, the students remain after classes to get more instruction and practice. If ammunition is used during these extra periods, it is paid for by the students and furnished by the instructor.

All firing is done under strict supervision and there have been no accidents on the range during the twelve years that the program has been in operation. Police Chief Kuplic recently reported that no boy who had ever belonged to our rifle classes has ever been picked up for a violation of the city's firearms ordinance or become involved in an accident. Many parents write, call or visit us to commend the fine effect the club has upon their youngsters, and our department is especially proud of the achievements and records set by many of our former students who have joined the armed services.

A. J. SCHARA *is director of recreation, Manitowoc, Wis.*



BIKE-WAYS TODAY

Godfrey Frankel

THE BIKE BOOM IS ON! Not since the golden year of 1899, when cycles were more numerous than automobiles, has the United States seen anything like this. Already there are more than eighteen million bike riders on the road, and with three million bikes in production this year, it seems likely that the two-wheelers will give their motor competitors a run for their money.

Motorcars dominated the scene for the first half of the Twentieth Century, and serious cycling was left to racers, faddists, youngsters and old-timers who somehow never got over their first crush—the bicycle. Self-propulsion was passé. Bike production dropped to a low of two hundred fifty thousand units in 1933, when, even in the midst of depression, the American family stuck to its jalopy.

Today, it's a different story. Americans finally seem to have awakened from the onslaught of the car. They want to visit more intimately the land their cars whiz through. They seek the unpaved backroads and picturesque byways where a bike is a handier vehicle. They want to smell fresh country air, untainted by exhaust fumes. They want such pleasures as coasting down long hills with the wind whistling by, and unforgettable explorations and picnics into the back hills. Cycling out of the city is to travel in quietness, listening to the spinning spokes and hum of tires . . . a palliative for our age. As a vital recreational activity, cycling can help release inner personality pressures and provide natural compensations for better emotional health.

Cycling is a source of exercise for some people, a reducer for others and a recreation for all. Compared with other means of travel that are completely dependent upon physical energy, the bicycle is the most efficient transportation. It carries many more times its own weight; it occupies little space and lasts a long time. . . .

Many thousands of young adults are attracted to the American Youth Hostels, which sponsors shelters in various parts of the country where cyclists can get lodging and a place to cook their meals at fifty cents per night. Hostelers find much more recreation traveling this way than they possibly could by being encased in the family car.

More and more, wives are using their cycles to market. In industry, bikes shorten distances at large plants and construction areas, where supervisors have to check continually on widespread operations. On college campuses, bikes are more popular than ever, and courses in their care and repair are being given at some institutions. At hospitals, cycles are used for physical therapy of amputees and convalescents. Youngsters still constitute the bulk of the bike-riding population—to and from school, in the neighborhood, in cycle clubs and as part of youth-serving agency programs.

Are You a Safety-first Bike Rider?

That's a big question today when there are probably twenty-five million cars and trucks wheeling down the nation's highways. You have to place safety first; your bike must be in good condition; and you must follow traffic rules if you want to stay on the road.

Statistics put responsibility for traffic accidents squarely on the bike rider. Figures* show that twenty-five per cent of all bike accidents in the United States are caused by bikes in bad repair, and that seventy-five per cent of all bike-motor accidents occur because the cyclist violates traffic rules. There is no place for a daredevil rider.

Here are the results of a survey taken in two typical cities (Denver, Colorado, and Springfield, Massachusetts); they speak for themselves. One-fourth of all bike accidents in these cities occurred because the cyclists made improper turns or failed to signal correctly at an intersection. Almost as important a cause of accidents was the lack of proper controls (ill-kept brakes, no head lamps, no rear reflectors) or failure of the rider to use them. That biggest of bicycle boners, carrying an extra rider, accounted for thirteen per cent of the accidents. In eleven per cent of the cases, cyclists ran into open auto doors and, in ten per cent, they did not have the right of way. Other causes were excessive speed, cutting in and out between cars,

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Reprinted from the book, *Bike-Ways*, by Godfrey Frankel. Sterling Publishing Company, New York. $3.00. The author is a director of community activities in Cleveland and has just completed a new book, *101 Approved and New Games*.

* *From the Bicycle Institute of America.*

Bikes are increasingly used for marketing, crossing campuses, practical purposes; but real bike-ways lead to picturesque byways, country air, and picnics in the hills.

hitching a ride on another vehicle and riding against traffic. All of the accidents could have been avoided if the riders had followed the few simple rules of *safety first* which are listed later in this article.

Since so many cyclists involved in accidents are fifteen years of age or younger, safety education begins with this age group. In Bloomfield, New Jersey, young cyclists have recognized the need and, at the suggestion of police officials, have set up a Junior Bicycle Court to teach schoolmates the ABC's of safe cycling and to discourage the "rough riders." When it first started several years ago, the Junior Court handled about twenty-two cases monthly; now there are never more than four or five.

The court has a judge and jury of students from the city's schools. Its members are given a thorough briefing in legal procedure so that they will be fair and impartial. Bike riders in Bloomfield are summoned before the court for such offenses as stunt riding, not stopping for lights, going the wrong way on a one-way street or hitching onto trucks. The court hands out only light penalties, its main purpose being to win the cooperation of young riders and make them better cyclists.

For a first offense, the guilty rider in Bloomfield is sentenced to write a five hundred word essay on bike safety. Second offenders get a stern lecture from the police department. A third offense takes the rider off wheels for a week and his bike is padlocked. In each case, copies of the offense and punishment are sent to the cyclist's parents.

There have been very few second or third offenders. The bike riders know that they get a fair deal and appreciate the chance to present their side of the case before a judge and jury of their own schoolmates, rather than one of police and city officials.

The Bloomfield Junior Court has been so successful that cities and towns all over the country have set up similar courts. Teen-age courts do more than teach traffic regulations; they are helping to train a generation that will be driving motorcars tomorrow. They give the young people who serve as judges and jurors a grown-up experience in good citizenship. They give youth a chance to assume responsibility in the community and to learn lessons that are part of living in a machine-age society.

The Boy Scouts and Girl Scouts organizations are teaching bicycle safety on a national scale. The Girl Scout who wants to win a cycling badge must know more than how to ride her bike and keep it in good repair. She must know state and local laws governing bicycles in traffic, and her bike must be equipped with all the proper safety devices. Many Scout troops regularly ask a member of the local traffic department or safety council to talk on safe bike riding.

Boy Scouts, too, must know proper safety rules if they want to win a cycling badge. The Health and Safety Service of the Boy Scouts has sent out more than forty-two thousand "ride safe" posters to local Scout troops. Headed "Bike Boners Kill!" the posters list the don't's of cycling and explain in clear, simple language the ride-safe rules of the road.

In Schenectady, New York, Scout troops worked with a local newspaper in a drive to hold free safety checks on all the bikes in the county. Checking stations were established at fire houses and Scouts inspected more than two thousand bikes in one day. Certificates were awarded to cyclists whose machines passed the inspection.

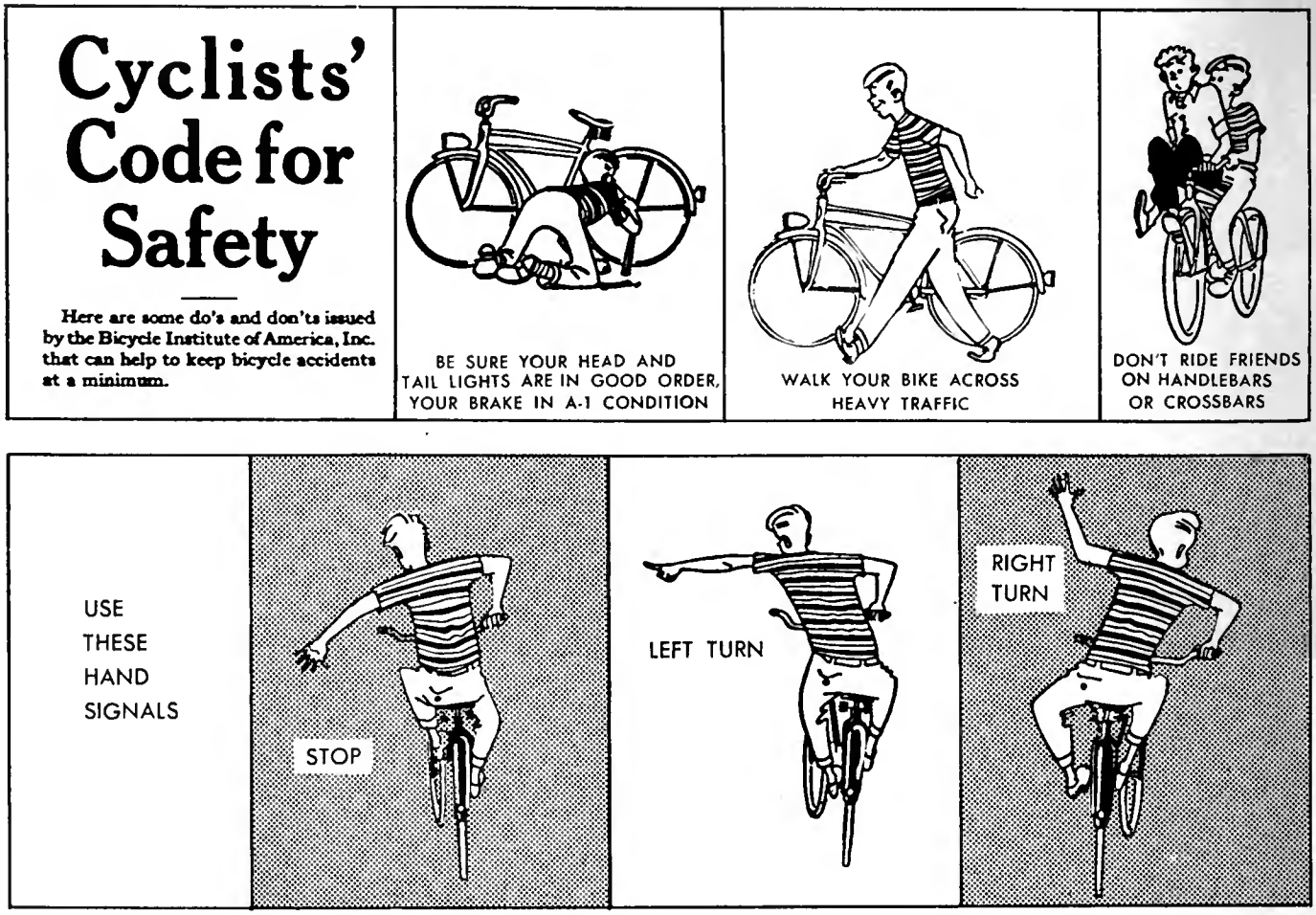
Thousands of cities, ranging in size from Buffalo, New

York, with a population of half a million, to Tomah, Wisconsin, with 3,564, have passed laws calling for registration of bicycles, pre-licensing tests and safety courses in schools. In Allentown, Pennsylvania, and Hartford, Connecticut, bike riders must pass day-long skill tests before they are given operators' licenses.

A survey* in 326 cities all over the country showed that the usual fee charged for bike registration is twenty-five cents. A few cities charge fifty cents or a dollar. Regular bike inspections are required in 118 cities. In fourteen cities, the rider has to pass a practical road test to get a license. A few cities require a written test. All the cities questioned reported that licensing and registration had cut down on the number of bike thefts.

zation working for bicycle safety, has released a twenty-minute film, "Bicycling Safety Today," which already has been seen by millions of cyclists in classrooms, bicycle clubs and Scout troop meetings. The film is available on loan to organizations without charge. You can arrange to show it before your own bike group by writing to the Bicycle Institute of America, 122 E. 42nd Street, New York 17, New York. (See RECREATION, October 1950.)

Does your town need its eyes opened to the necessity for safer bike riding? Perhaps your bike club can start a model safety campaign. The BIA has found that a safety drive must have the full-fledged support of the entire community before it can succeed. You will need cooperation from the schools and police department, the "Y's" Scout


Cyclists' Code for Safety
Here are some do's and don'ts issued by the Bicycle Institute of America, Inc. that can help to keep bicycle accidents at a minimum.
BE SURE YOUR HEAD AND TAIL LIGHTS ARE IN GOOD ORDER, YOUR BRAKE IN A-1 CONDITION
WALK YOUR BIKE ACROSS HEAVY TRAFFIC
DON'T RIDE FRIENDS ON HANDLEBARS OR CROSSBARS
USE THESE HAND SIGNALS
STOP
LEFT TURN
RIGHT TURN

The American Automobile Association works actively for road safety for both motorists and bicycle riders. In many communities, local AAA clubs are working to make bike riding safe at night by introducing to cyclists a new reflector-type tape called "Scotchlite," which they supply. This is like ordinary adhesive tape and is easy to put on. When applied to the rear fender, handlebars and front fork, it gives bikes a permanent glow at night, which is visible to automobile drivers from a distance of several hundred feet away. Many towns hold "Scotchlite" days, when riders can bring their bikes to schools or police stations for taping.

The Bicycle Institute of America, another active organi-

troops and civic and fraternal organizations. Scheduling a full week of activities to make yours the "Safest Cycling City" will give the drive a dramatic slogan. This should appeal particularly to newspaper editors and radio program directors. Once a model safety campaign has become a community project, newspapers will generally give day-by-day coverage to the activities. Perhaps you can persuade your local newspaper to run a picture story illustrating the do's and don't's of safe cycling.

The following rules were drawn up by a group of bike safety experts working with the BIA:

1. Observe all traffic regulations—red and green lights, one-way streets, stop signs.
2. Keep to the right and ride in a single file. Keep a safe

* Taken by the American Automobile Association.

Most remaining cycle paths go round and round in a city park. Left: scene in Central Park, New York.

distance behind all vehicles.

3. Have white light on front and danger signal on rear for night driving. Wear white or light-colored clothing at night.

4. Have satisfactory signaling device to warn of approach. Always ride at a safe speed.

5. Give pedestrians the right of way. Avoid sidewalks—otherwise use extra care.

6. Look out for cars pulling into traffic. Keep sharp lookout for sudden opening of automobile doors.

7. Never hitch on other vehicles. Never "stunt" or race in traffic. Never ride two on a bicycle.

8. Never carry other riders; carry no packages which obstruct vision or prevent proper control of the cycle.

9. Be sure that your brakes are operating efficiently, and keep your bicycle in perfect running condition.

10. Slow down at all street intersections and look to the right and left before crossing.

11. Always use your hand signals for turning and stopping. For a left turn, the left arm should be straight out: for a right turn, the arm should be straight up.

12. Ride in a straight line. Do not weave in and out of traffic or move from side to side.

These rules should be repeated over and over again during "Safety Cycling Week."

In Washington, D. C., the AAA, with the cooperation of the police department, the department of parks and the Washington Traffic Safety Council, puts on a bike "rodeo" once a year to teach cycling safety. It is held in one of the parks in early spring and is a big day for cyclists in Washington. More than four thousand bring their bikes for safety inspection. Then, to show their skill, they compete in stiff riding tests designed by the police department. The most skillful and safety-minded are awarded prizes—usually bicycle accessories.

Your bike rodeo may be held in a park or stadium. Like the annual field day in Washington, it may start with riders lined up for bike inspection, which can be carried out by members of the police department or by Scout leaders. Bikes should be checked carefully for proper safety devices and particularly to see that they are in good condition. Inspectors also should check for loose saddles or handlebars, tires which are not cemented to the rim, broken or loose wheelspokes or worn-out pedal threads.

Safety officers or Scout leaders may be the judges for the skill tests as well. Popular interest will greatly be stimulated if tests are conducted as contests, with prizes for the winners.

For greater efficiency, contestants should be divided into groups of about ten each. For equipment, a tape measure, chalk, white paint, twelve yellow boxes (two by four by four inches), four stanchions or boxes about eighteen inches high, a stop watch and score cards are needed.

The following tests are exciting to watch and a good test of skill for every contestant:

1. Balancing at slow speed. Mark a three-foot-wide lane with white chalk and ask each rider to negotiate a fifty-foot length at the slowest possible speed while staying within the lines.

2. Steering. Have contestants ride their bikes between parallel lines four inches apart without veering into small blocks placed every foot on each side of the lines.

3. Circle riding. Draw two circles, one with a radius of nine feet and the other inside the first with a radius of seven feet. To pass the circling test, the rider must negotiate the circles at normal speed, keeping within the two.

4. Braking. Here the cyclist must ride at high speed from one end of the testing area to the other until one of the judges suddenly commands him to stop. If he has good

Many safety councils stage bike rodeos to teach cycle safety. The Obstacle Drop—a rodeo event—can develop speed, accuracy,

brakes and control of his wheel, he should be able to stop in a bike length.

5. Maneuverability. Boxes or stanchions should be placed in a straight line, about twenty to twenty-five feet apart, on a fifty-yard course. Each rider must negotiate the course at normal speed, weaving in and out of the boxes without touching them.

The rodeo can end with short bicycle races for different age groups. To qualify for prizes, contestants in the race must observe all safety rules while winning. The races can be varied to include straight speed, slow-motion and relay.

The many cities which have staged this kind of all-out safety campaign have successfully reduced the number of accidents involving bicycles. Such drives have kept the entire community interested in safety first on a year-round basis.

Cyclists today are paying more and more attention to safety regulations, as can be seen from statistics. Although the number of bike riders has more than doubled in the last ten years, the percentage of road accidents involving bikes has gone down steadily. Bike riding, in spite of twenty-five thousand accidents and five hundred deaths annually, has become the nation's safest sport per participant.

In thousands of communities, bike riders, police officials, educators and civic groups are campaigning to make cycling even safer. If your city does not have a special ordinance regulating bicycles, your bike club can work with other groups to draw up one. The ordinance should give police the responsibility for seeing that cyclists obey traffic rules. It should require licensing of bicycles (see that the registration fee is small), with regular inspection of bikes and testing of riders . . . and might include the kind of junior bicycle court that has worked so well in Bloomfield and in other cities. It might also provide courses in safety in the grade and high schools. Don't forget to include in your ordinance that motorists should be required to respect the right of bicycles on the roads.

Demands for safety lanes along the nation's highways seem to be increasing. Almost the only paths now open to America's cyclists go round and round in city parks. All of us will agree that cyclists should have their own lanes running along the nation's highways. Most European countries have such special lanes for bicycles. Safety lanes reduce the number of accidents to a minimum and cost no more than the unimaginative park variety!

For such lanes we must depend upon the road builders of the future. The job today is to impress the public, and especially our law makers, with the need for giving bicycles a break on the highways. Millions of us cyclists are eagerly awaiting the day when we can mount our bikes and follow the lanes down some of America's most beautiful and scenic highways.

At Last . . .

A Simplified System to Teach Square Dancing

Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER

Here is the easy and economical way to meet the ever-growing demand for square dancing in your community . . . the HONOR YOUR PARTNER series of square dance records.

☆ ☆ ☆

Each record in albums 1 to 4 starts with simplified progressive oral instructions by **Ed Durlacher** —instructions easily understood by daneers of all ages. Following a brief pause, giving the dancers time to square their sets, the music, and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding callers, ED DURLACHER.

☆ ☆ ☆

The fifth album in the series contains music only, without calls or instructions— "The Square Dance Caller's Delight".

PROVEN SUCCESS

HONOR YOUR PARTNER albums are being used with enthusiastic acclaim by Recreation Supervisors in schools, colleges, camps, teen-age clubs, 4-H groups, Grange Halls, Veterans Administration hospitals, and recreation departments across the nation.

All records are guaranteed against breakage, in normal use.

You'll want to learn more about the HONOR YOUR PARTNER albums.

Write today for a descriptive folder.

HONOR YOUR PARTNER

SQUARE DANCE ASSOCIATES

DEPT. R-1 **FREEPORT, NEW YORK**

No One There

On Halloween the spooks turn out;
On every corner there's a shout,
And sometimes when you turn about,
There's no one there!

On Halloween the ghosts float by,
And witches fill the moonlit sky.
But when you hear an eerie cry,
There's no one there!

On Halloween the black cats howl,
And big-eyed owls to-whit and yowl,
But when you look to see things prowl,
There's no one there!

On Halloween—that magic night—
We just expect to see a sight,
And know that we will get a fright,
With *no one there!*

—Helen Kitchell Evans

Reprinted from *Junior Arts and Activities.*

A County Protects Its Forest Preserves

• Park and recreation authorities frequently must resist proposals for the diversion of park lands to other uses or for the granting of privileges on park properties to special groups. The land policies adopted by the Cook County Forest Preserve District, and its procedure in dealing with such proposals, afford an excellent example to park and recreation agencies. This article is based upon a report entitled "Land Policy," issued by the district board.

• The forest preserves in Cook County, Illinois, which cover 38,420 acres, have long been recognized as among the outstanding recreation resources in the United States. Within these preserves have been developed bridle trails, picnic centers, golf courses, swimming pools, day camps, playfields and other facilities which serve the needs of people in the Chicago region.

The basic statute under which forest preserve districts are organized provides that boards of forest preserve commissioners have the power "to acquire and hold lands containing one or more natural forests—or lands connecting such forests—for the purpose of protecting and preserving the flora, fauna and scenic beauties and to restore, restock, protect and preserve the natural forests . . . for the purpose of education, pleasure and recreation of the public." To the work of acquisition of lands, their development, maintenance and operation in the forest preserve district, must be added the very difficult and constant effort required in holding the lands for the purpose for which they were purchased in the first place.

Policies governing the administration of the district have been adopted by the twelve members comprising the Board of Forest Preserve Commissioners of Cook County. The objectives in the making and keeping of policy have been described by the chairman as follows: "Policies, well made and well kept, are the foundation and guide to the administration of the forest preserve district. Through our policies, we maintain the sense of direction from a literal interpretation of the basic statute or charter. We insure that our land acquisition program is well planned and properly executed; that our lands are held and not dissipated by allocation to various and sundry other purposes than for which acquired; that our development program is simple and confined to the purposes announced in the charter; that special privilege to individuals and organizations is denied and that all our citizens are treated equally; that popular opportunism is disregarded; that all possible effort is made to improve the quality and diversity of use by Cook County citizens through a broad educational program of notable success; that through policies well made and well kept, we insure economy of operation and development; that the forest, with its cultural, sociological and spiritual values, is paramount."*

In December 1926, an advisory committee to the Forest Preserve Commissioners was appointed. Since then, this group of citizens has given freely of time and wide experience in working with the Board of Forest Preserve Commissioners in selection of lands for acquisition, in appropriate plans for development and in the definition of policies which have contributed immeasurably in maintaining the sense of direction of the work of the district. Moreover, the committee has joined with the board in providing the very genuine and essential courage and foresight required to purchase lands far ahead of their need, guided by a plan of acquisition based upon intelligent population forecasts, sociological studies and sound land planning.

This committee is notable for its length and continuity of service and for its insistence upon maintaining itself in a purely advisory capacity.

* Land Policy, Forest Preserve District, Cook County, Illinois. 1950.

Through this cooperation, the board has purchased only lands which fit into a sound general plan: it has avoided the pitfalls of opportunism by not giving way to many and constant demands for special privileges and, particularly, it has maintained a policy of holding the land purchased, preventing the dismembering of a well-conceived acquisition plan.

The value of the service rendered by the advisory committee in making an impartial review of demands upon the Forest Preserve Commissioners and in submitting recommendations for official action on them is clearly demonstrated in "Land Policy," issued in 1950. The high regard in which these recommendations are held by the county officials is indicated by the fact that all of those mentioned in "Land Policy" were unanimously approved and adopted by the commissioners.

An early report of the committee, issued in 1928, following its review of the policy regarding disposal of forest preserve lands for other uses, contained the following:

"The commissioners are importuned constantly to grant special privileges to organizations of all kinds by allotting to them a house or cabin, a special tract of forest preserve land for airplane hangars, a site for a livery stable, school building, hospital, dance hall, theatre, cemetery, private museum and many other structures and uses not actually a definite function of the preserves. The granting of such special privileges is in direct violation of the purposes of the preserves and of the law. Although there are many worthy causes among those for which special arrangements are asked, none should be allowed on forest preserve property. There is plenty of land adjacent to the forest preserves for such uses and buildings so that those seeking benefit may have full use of the preserves without usurping public property for private buildings and uses."

In a subsequent report, comments are made upon the soundness of the commissioners' land policy. "It is also the fact that, by far, the majority of the property tax for servicing of land acquisition bonds is collected within the city of Chicago. The severance of one parcel in the interest of a relatively small suburban municipality is rarely, if ever, compatible with the general or total interest of all the people of the county. And it is rarely the case that it is impossible for the local problem to be solved in some alternate manner.

Wheaton Pool—one of three modern pools with bath houses, treated recirculated water, approved sanitary conditions. Tree-enclosed parking is used in congested areas.

"Should the Board of Forest Preserve Commissioners release lands indiscriminately to other public bodies, which did not have the requisite foresight and courage to plan for, and acquire, properties to serve their own needs, and by so doing furnish an easy solution to their problems, it would only serve to mutilate and scar what is a very fine thing.

"Arguments to the effect that the forest preserve district holds lands which are not in intensive use actually fail to recognize the intent and the purpose of the holdings as prescribed by the statute. The forests and meadows give spaciousness to the metropolitan scene where it is badly needed; they serve to dress the appearance of the entire region, to give dignity to, and support the pride of, the localities in which they lie, and to recreate and educate the entire citizenry, from young to old.

"The valuation basis under which certain properties have heretofore been severed from the forest preserve and acquired by other public bodies has been, by custom, the amount per acre paid for the original land purchase, plus ten per cent, plus the value of any improvements which have been made. This basis does not appear to be fair to the forest preserve fiscal accounts, and it has the definite effect of inviting municipalities and other public bodies to select forest preserve lands for their uses and request their severance as an economy measure for their own purposes."

In accordance with recommendations by the advisory committee, in 1947 the Forest Preserve Board adopted the following:

"Now therefore be it resolved, that the Forest Preserve Commissioners, in the discharge of their statutory duty, reaffirm and strengthen their long standing policy to the effect that forest preserve lands were acquired for one purpose only, that under the law no power is granted the district to divest itself of title to such lands, that the said properties are increasing constantly in value for the purpose for which they were acquired, and that the continuous acquisition of additional lands in the Comprehensive Plan will be jeopardized by any severance from the present holdings; and

"Be it further resolved, that no sev-

erance of such lands shall be made for other municipal, school, park and similar public uses for which such public bodies have power to finance and acquire needed lands, and

"Be it further resolved, that where the rare exception may arise under which a public agency persists in condemnation of forest preserve property, the Board of Forest Preserve Commissioners may ask for an exhaustive analysis and report on the matter by the advisory committee. In general, the forest preserve district shall resist, rather than accede, in such action, in court, and shall place in evidence such exhaustive survey and report, together with the current appraised value of the full, fair market value of the land, the forest and of any improvements; and

"Be it further resolved, that for essential highway needs, for essential sewer, water, or other public utility, underground, surface or overhead improvements required in the interest of all the public, the district may accede to such grants, in court, or otherwise, on the basis of the full, fair market value of the property required."

A number of the requests for the use or transfer of forest preserve property are described in "Land Policy." American Legion and AMVETS posts have wished to build a clubhouse on forest preserve property, to purchase forest land for a clubhouse site or to use a park building as a post headquarters. The War Department, which was granted temporary use of a site for atomic research during the second World War, wished to acquire 265 acres in the forest preserves as a permanent site for a national atomic research laboratory. A sports club requested permission to erect a clubhouse and develop facilities for trapshooting and other activities for the use of its members. One village requested that parts of an area occupied by the district headquarters office, tennis courts, bird sanctuary and wooded park be made available for automobile parking. Another requested the use of forest property for a local recreation center and playground. School authorities asked that parcels be granted for junior and senior high school sites. Attempts were made to secure approval of drives to eliminate crows, foxes and other predatory animals from park property. Dedication of land for an armory to house tank units of the National Guard was another request.

The advisory committee, after reviewing these requests, recommended that they not be granted. Among the reasons given for such action are many that could be applied equally by park and recreation authorities in dealing with similar requests.

"The splendid land holdings of the district constitute one of the finest examples of intelligent planning and use of land in a metropolitan area, anywhere in the entire world. Their size, the quality of the property and their careful restoration and retention in a natural state, together with their accessibility, are unparalleled. The specific site is close to the center of one of the finest and undoubtedly the largest of the county forest preserves, which was carefully planned and acquired to incorporate these particular hills and valleys, a topography which is rare in Cook County. It includes certain forested and native meadow or prairie areas which are unique, and which, as mentioned above, are of unusual value to the citizens of our county. Their value cannot be measured in terms of dollars or with reference to any current real estate market."

"It would be unthinkable that lands acquired for forest preserve purposes be diverted from that use to allow the establishment of either a free or commercial automobile parking lot on any part of Cummings Square. Under the forest preserve law, this tract was acquired for forest preserve purposes only, and its use for other purposes would be in violation of the law and in direct disregard of the legal purpose for which the land was acquired."

"There could not be a more complete use of property for the basic legal purposes of the forest preserve district than that of maintaining this unusually fine forested area with all of its undercover of young forest trees, shrubs, flowers and other plant life, together with native animal and bird life.

"Abandonment of this forested tract in the interest of a public school site would irreparably damage a portion of the forest preserve which has been acquired by and for all the people of Cook County. It would be a violation of the legal responsibility of the commissioners to protect and preserve such forest lands."

"The request of the sports club for the establishment of a clubhouse, if granted, would authorize to a restricted group of club members and friends the use of the public forest preserve in a manner and for purposes which are not contemplated by the law under which the forest preserves are created."

"It is entirely beyond the power of the forest preserve district to grant to a village or to others the exclusive right to utilize or to develop forest preserve lands which were acquired for a specific legal purpose and for use by all the people."

"The River Forest School Board is in error throughout its communication in referring to forest preserve lands as being 'available.'

"Your advisory committee believes that the necessity and convenience for the use of any of these forest preserve lands for school purposes at River Forest cannot be established; that the School Board is capable of selecting and developing some alternate site or sites for school buildings and for recreation facilities; and that, if the matter were to be taken to court, the Board of Forest Preserve Commissioners should undertake to defend its position with every resource at its command."

"This proposal is still another indication that many municipalities, park districts, sanitary districts and others look upon forest preserve property as a reservoir of land from which can be carved out any portion desired at the moment for purposes other than those for which they were acquired under law."

The advisory committee, in its recommendations to the Forest Preserve Commissioners, gives evidence that the matters under investigation have received thorough attention. In several instances, the committee has offered helpful suggestions as to alternate ways by which the proposed projects—many of which are commendable—might be carried out. Furthermore, it has not always disapproved proposals. It recommended, for example, that a request from the United States Corps of Engineers, for authority to place excavation from the drainage canal upon forest land, be granted, with qualifica-

tions. It pointed out: "It is important to draw attention to the fact that in no way would any part of the forest preserve holdings be devoted to other uses not contemplated in the forest preserve statute, but that the changes proposed to be made would be with respect to topography only."

In another instance, the acquisition plan was modified at the request of village authorities when it was shown that need for certain properties was no longer existent. In a third case, the committee, in recommending that a petition be denied, pointed out that if changing conditions should call for such action, the authorities would reconsider their decision.

The value to the Forest Preserve Commissioners of the services rendered by the advisory committee is illustrated by the fact that, in a two-year period, requests were received by them for the allocation of more than four hundred acres of forest holdings to organizations, municipalities, park districts, school districts and others. Review of these well-meant demands by the committee has helped to remove from the official board pressure for approval and criticism when requests have been denied. The citizens of Cook County have reason to be grateful that their Forest Preserve Commissioners are so zealously carrying out the duties imposed upon them in the acquisition, improvement and protection of their forests—a great cultural asset for the benefit of all the people.

Donald B. Dyer

Emergency Game Kits for Air Raid Shelters

EMERGENCY RECREATION KITS are being prepared in the social centers of the Milwaukee Department of Municipal Recreation in preparation for air raids or alerts in this industrial center. These primarily are for air-raid shelters in schools, social centers and recreation buildings, while similar types of kits have been recommended for homes, apartment buildings and offices.

The recreation emergency storage box is three-feet square, two-and-one half feet high, and on rollers. In an emergency, a trained recreation leader can wheel the game box out of its storage place and start a play program.

It is suggested that these game kits be stored and used only for emergency purposes.

Game materials might also be stored in cabinets in the air-raid shelter areas.

The following supplies are included:

checkers
dominoes
jacks
chess
balloons
cribbage boards
song leaflets
whistles
mechanical record player
building kits
paste
Scotchtape
puzzles
books
crayons
bean bags
crossword puzzles
battery-operated radio
rubber balls
cut-outs
jumping ropes
scissors
first-aid book
card games
paper and chalk
modeling clay
magazines
toy musical instruments
quoits
shuffleboard
square dance records
quiz contests
wooden pins
pencils
punch

DONALD DYER *is director of recreation, Milwaukee, Wis.*

Mrs. William Hindson

BOY MEETS GIRL *in Couple Shoot*

Teen-agers help each other improve shooting form. Teela-Wooket Camp.

"DOWN IN LOUISIANA, where the bayous flow"—which might be paraphrased "where the arrows fly"—there are two public schools with future archery champs in the making. In New Orleans, students of the McMain Girls High School and the Fortier Boys High School practice, as soon as school opens in September, for the annual couple shoot, during which the Fortier Tarpons play host to the girls of McMain.

Twelve archers from each club are selected by three qualifying scores and then are divided into groups of four couples each, as follows: In group one, the experienced archers, the best archer of the boys is coupled with the fourth highest girl for scoring purposes, the second highest boy shoots with the third ranking girl, the third boy with the second highest girl and the first girl is paired off with the fourth boy. This practice assures a fairly even matching of ability in the couples shooting.

The same arrangement is followed by groups two and three, except that their members are limited to beginners or first-year archers. There is an award for each couple who scores highest in his and her group, combining the scores of the partners to determine the winners. Awards consist of felt emblems, which are proudly displayed on the jerkins of the six winning archers.

In school archery, especially during football season in the South, where there is no indoor range, the sport must give way to other team events and use space not required by them. Thus the couple shoot last year was held in the quadrangle, a large yard surrounded by bicycle sheds and exits from the school buildings. Here is where Fortier called upon its military unit, the C-55's (who are in line for ROTC), for assistance. To insure safety, twelve cadets were stationed at exits and entrances to see that no one entered the shooting range while the archers were in action. The cadets also served as a welcoming committee to the students in the audience during the contest. Ice-cream was served to both archers and observers during intermission. Because of a time limit—three o'clock to five—the number of ends was limited to two practice ends (an end is six arrows) and five scoring ends. Programs were issued by the cadet captains.

A mark to shoot at! Here's an army man demonstrating good form. Why not give it a try with your young service groups?

Safety is our first and last concern in this ancient sport of archery, and students released arrows only *after* the all-clear whistle was sounded. Two whistles warn that shooting must stop either for a hanging arrow or for emergency.

Our couple shoots are held not to crown champions, but to develop good sportsmanship, healthful recreation and the skillful use of muscles in proper coordination. The sport of archery is increasing in its popularity every day—and we are having fun! Why don't you sponsor a couple shoot for your teen-agers?

AUTHOR *teaches archery in New Orleans; with husband's aid directs the recreation department's fine archery program.*

Digitized

J. Campbell Bruce

WANT A GOOD JOB WITH NO PAY?

*Many municipal recreation departments, as we all know, utilize the cooperation, skills and enthusiasms of interested citizens, often recruiting their own volunteers, through local publicity, and supplying training and supervision. (See "Partners on the Job" and "A Volunteer Success Story" —*Recreation, *May 1950.) However, some recreation leaders will be surprised at this picture of the widespread use of volunteers by other agencies.—Ed.*

HUSKY BILL KILPATRICK was applying for a job.

"We expect you to be punctual and dependable, to respect confidence and shun gossip, to take pride in what you're doing," the interviewer said. "In other words, consider it the same as any other job you've ever had, except that it carries no pay."

Kilpatrick, a good union man, didn't bat an eye. "Good," he said.

Kilpatrick wasn't "off his rocker"; he was joining a remarkable movement: volunteering. The scene, repeated daily in cities across the country, was taking place at the volunteer bureau of San Francisco, where people of all occupations, from household domestics to corporation executives, can obtain a job that pays nothing—except the thrill of doing for others. As the bureau slogan defines it: "It's a wonderful feeling . . . lending a helping hand!"

Wageless workers, such as Bill Kilpatrick, perform a thousand chores. They stuff the envelopes that bring your Christmas seals; they staff civil defense offices; they help newly-arrived foreigners adapt themselves to American customs; they make sports and hobbies more alluring than street gangs to the neighborhood youngsters; and do the tedious tasks at health clinics. In short, they play an intimate, vital part in making modern community life fuller and richer.

"Modern urban civilization has made helpless strangers of the big city dwellers," psychologist Harry A. Overstreet, himself a volunteer speaker, told a gathering of San Francisco volunteer workers last year. "But out of the city's impersonality is coming a new kind of neighborliness, the neighborliness of those who band together in a common interest of specialized service."

There are now volunteer bureaus in eighty-five cities of the United States and Canada. Oldest is in Boston. In El Paso, fourteen WACs volunteered their spare time to build a house for the family of a child with cerebral palsy. Girl Scouts of Maplewood, New Jersey, baby-sat while mothers went to the blood bank.

San Francisco's bureau is typical in most respects, except that it is the only bureau adopted officially by the public school system. The idea suggested itself to the Junior League of San Francisco as a means of channeling the extensive volunteer effort of World War II into peacetime pursuits. Under the dynamic leadership of Mrs. George V. Kulchar and Mrs. Hilda Penn, the bureau opened shop in 1946, under joint sponsorship of the league and Community Chest. Then the Chest, hitting a bad year in 1948, asked that it seek another partner.

"That was a terrible blow," Mrs. Kulchar recalls. "We'd just gotten on a solid footing."

However, the board of education incorporated the bureau into its adult education program; and the bureau moved into a reconverted classroom of Galilee High School. Put on a broad community basis, it grew spectacularly and recently signed up its five thousandth volunteer. Workers put in nearly three hundred thousand man-hours last year.

To see how the bureau functions, let's pick up Bill Kilpatrick again. Now in his middle fifties, Kilpatrick is secretary of the cooks union and normally spends a very busy day at his office. One morning he became interested in a publicity story about the volunteer bureau. After work, he drove to Galilee High School and was interviewed by Mrs. Samuel Bonar, herself a specially trained volunteer.

"I've always wanted to do something like this," Kilpatrick said, "but I never knew where to go."

Mrs. Bonar jotted down his skills, hobbies, desires. She underscored this desire: to work with underprivileged boys; and this skill: once a prizefighter.

A week after his card was filed, a request came for a

boxing instructor at Mission Community Center in a neighborhood notorious for juvenile gangs. Bill Kilpatrick agreed to take the job. He then enrolled in a brief orientation course on the purpose of community centers and the duties of a boys' group leader.

He now teaches boxing to more than a score of youngsters, aged ten to fifteen years. Saturdays he takes them to his private rowing club for a day on, and in, the water. And he has interested Mission district merchants in a plan to equip the community center with a regulation ring.

"All I teach is self-defense," says Kilpatrick. "Prize ring ambitions are discouraged. But a man who can defend himself is a man with confidence. At first, the boys shied away; now they're out on the corner waiting for me. I look forward to that thrill."

Other volunteers catch this spirit. Jack Gregson, radio disc jockey and one-time football star, was detailed to a Latin-American boys club because he spoke a little Spanish. He became so enthusiastic that, when later transferred to Los Angeles, he commuted by plane every week end to teach the group radio techniques.

Only a bona-fide agency, engaged in some phase of community welfare, can request a volunteer. New organizations are carefully investigated. Even an established agency must meet rigid standards: it must provide on-the-job training, good working conditions and responsible supervision. There is full union cooperation, because an agency cannot request a volunteer to fill a job calling for a paid worker.

The board of education plays a dual role: it furnishes quarters for the bureau and an administrative staff, consisting of a director and an assistant. In addition, the board offers refresher courses to volunteers in child care, arts and crafts, reading to children and even public speaking. The general adult education classes of the public school system in turn provide a rich source of volunteers—people who have acquired new skills and want to put them to good use.

Ingenious methods are employed to make such bureaus known to the public. The San Francisco bureau had the public library distribute recruiting leaflets to book borrowers. A Cincinnati department store enclosed folders with its bills, and milkmen of Orlando, Florida, left them with the bottles. New Orleans had a "Volunteer Week," with a proclamation by the mayor.

The file of the volunteer bureau represents a cross-section of community life. For example, Mrs. Joseph Ehrman, Jr. turns her household duties over to a maid and devotes her days to supervising volunteers in the children's ward at San Francisco Hospital. At a clinic in another part of the hospital on Thursdays, you'll find Idella Husted, maid in a suburban home, who uses her day off to do this extra chore.

Motives for volunteering vary. Some want escape from boredom or the frustration of a humdrum job. Some seek outlets for unused talents. Strangers in town find new friendships. People with an emotional problem rooted in self-pity find real therapy. But the truth is, most of them simply wish to do a community service.

Take Mrs. Richard Maggard. When her baby was on the way, she visited a clinic and saw volunteers at work. Impressed, she now spends several mornings a week there as a volunteer. Seeking release from cramped apartment life, Fred Buchohr, a commercial artist, called the bureau one day. It was planning a recruitment drive at the time and Buchohr offered to do its posters. Now the Buchohrs have a Wednesday night date at an orphanage—he to teach an art class he set up; his wife, a former teacher, to help the boys with their homework.

George Boyle is an account clerk. On Tuesday nights, he drives out to the Fort Miley Veterans Hospital to run a movie projector. "When I go home—well, I sleep better."

To older people, volunteering acts like an elixir. "A man active all his life needs the mental and physical stimulus of community service," says Dr. J. C. Geiger, San Francisco health director.

There's John Gilvere, eighty-two-year-old retired farmer. "I was in a terrible spell for a while back there. Kept to my shell like a sick turtle. Then I heard about this thing." Spot clerical jobs at a half-dozen agencies now keep him busy—and spry. Carolyn Jackson, seventy-five, a retired office manager, was assigned to take orders at CARE, but spent the first few weeks helping to set up a new filing system.

Equally energetic are the younger volunteers. Leathernecks stationed in San Francisco compete to take underprivileged boys swimming. A young advertising director set up a hobby shop for juvenile court wards, and a charm school operator gave the wayward girls a course that did rehabilitating wonders. A mechanic, teaching his trade to boys at an institution, tore down a jalopy and rebuilt it every week end for almost a year.

Work among the indigent sick bestows an immeasurable reward. A public health nurse retired for age returned to her job—a volunteer. Miss Sehabiague, fifty-six, left her bakery job when she came into a tidy inheritance two years ago. Ever since, she has spent three hours a day, every weekday, at the center's canteen.

Ethel Van Scoten, a registered nurse who resigned her hospital job for marriage in 1921, volunteered with the Public Health Department and has been at it steadily—more than six thousand hours. She says: "People who don't do volunteer work are cheating themselves."

"We've come a long way from the philosophy of the Lady Bountiful who carried a Thanksgiving basket to the poor family across the tracks," says Mrs. Kulchar. "We no longer feel that a person's civic duty is fulfilled by a donation to charity. Our philosophy today is to work *with* people as well as *for* them."

America can be proud of its Bill Kilpatricks, its Emily Sehabiagues—and thankful that they are already reckoned in the tens of thousands.

J. (For John) Campbell Bruce *writes occasional magazine articles and has co-authored a play. During World War II he served with the OWI in China. A newspaper man for many years, he is now with the* San Francisco Chronicle.

BATTER UP!

"With muffins, not baseball . . ."

WHILE MANY HOUSEWIVES in Louisville, Kentucky, are turning to their city recreation program of arts and crafts for amusement, their small sons and daughters are just as enthusiastically learning how to cook. It's really very simple. Take a group of small boys—eager to measure and stir—mix them well around a kitchen stove, and you have the ingredients of a cooking class. Cooking instructor, in this case, is Mrs. Lillian Gable, who has served in this capacity for the last three years.

Conducted under the auspices of the Louisville Recreation Department, many of the classes have mushroomed to such a size that it has been necessary to divide them into several shifts. William A. Moore, city recreation superintendent, is particularly gratified with the enthusiasm of the boys, many of whom are under ten years of age. He, himself, learned to cook at an early age, when his mother was ill, and feels that this activity is of special value to boys, enabling them to help at home.

While Mrs. Gable finds that the girls show an aptitude and quickness to learn, it is the novelty of being allowed to work in the kitchen that makes her boys' classes the most responsive. Each class is limited in number to fifteen members. Instruction is given in the kitchens of the various recreation centers operated by the city. In order that all future cooks can be included, another shift is established as soon as more than fifteen wish to join a class. The girls' groups meet at a different hour than the boys', and each day of the week finds Mrs. Gable busily instructing at a different center.

Once a year members of all classes get together at some gala event—such as the "Cookie Banquet," held last year at the East Louisville Center. Class members were responsible for setting the table themselves and each class contributed a plate of their favorite cookies. Nothing too elaborate is planned for this type of get-together, where so many members will be present, but the individual cooking classes frequently give elaborate banquets for their mothers, similar to the one given by the Parkland Recreation Center last Mother's Day. Members not only prepared an appetizing spaghetti luncheon, but also placed at each plate a gift that had been made in an arts and crafts class.

Boy cooks hugely enjoy privilege of scraping the bowl, and proud of their culinary skills, take samples home to taste.

As soon as a beginner's class is organized and the roll taken, Mrs. Gable begins a discussion of safety in the kitchen. She describes the proper lighting of the stove, the necessity of keeping the face and head away from the oven

MRS. CARTER *is publicity supervisor in recreation division, Department of Public Parks and Recreation, Louisville, Ky.*

No detail is too insignificant to escape attention when learning to prepare breakfast for Mother on Sunday.

Recreation is the word for it! One time when a feller can't kick about the cook. These were his own ideas.

while lighting it and of seeing that matches are properly extinguished under the water faucet. Youngsters are encouraged to remove carefully any broken glass from the kitchen and to see that sharp knives always are kept in a safe place. The importance of clean hands and finger nails also is stressed. Class members later have been observed inspecting each others' hands and eagerly explaining the need for cleanliness to any latecomers.

While washing dishes is usually considered one of the more unpleasant duties of cooking, teamwork seems to make it enjoyable, especially if two or three are appointed to this duty a week in advance.

When the class project is in the actual cooking process and there is nothing to do but wait, there is an opportunity for a discussion of what will be cooked the following week. When members have mentioned several things that they would like to make, a vote is taken and the recipe then studied. Other activities designed to fill in the waiting time include writing the recipe in a little book made for Mother in an arts and crafts class, discussing nutrition or telling stories.

Interest was greatly increased when each class member was asked to be responsible for bringing one ingredient for the next project. The recreation department supplies certain staples—such as baking powder, flour and sugar—but it is a tremendous help to the budget, and makes more cooking classes possible, when members themselves supply other ingredients.

Also contributing to the keeping down of expenses is a generous neighborhood butcher who is only too glad to donate a large soup bone whenever needed. Vegetable soup has proved an excellent class project, for it not only gives the youngsters a chance to contribute some of Mother's leftovers, but also keeps each one busy with something to do. The long amount of time required for simmering also gives the group a pleasant wait during which they may play quiet games, such as a word guessing game pertaining to cooking.

It has been found that the keynote of a successful cooking class is in allowing each member to participate. No matter how small and insignificant the task may seem, it is important that the youngster be allowed to do it himself. Frequently, the task of breaking eggs into a bowl is given to one member, beating them to another, adding the eggs to the other ingredients to another and so on. When the class is unusually crowded, Mrs. Gable may divide a teaspoon of salt into thirds, allowing each member to contribute his third to make the necessary teaspoonful.

Simple recipes have proved best in all cooking classes, especially those such as candy, which do not require too much sugar or other expensive ingredients. Whenever possible, Mrs. Gable has encouraged fewer sweets and more food of a nutritive value. One of the combinations which she had a little difficulty in discouraging was the boys' frequent demands for chili and cocoa.

To stimulate interest, she frequently brings magazine clippings of well-balanced combinations and, whenever

possible, a pictorial example of the next week's project.

One of her favorite recipes for a beginning class is the following:

TEA MUFFINS

1¾ cups sifted flour
½ teaspoon salt
3 teaspoons baking powder
¼ cup sugar
1 egg
¼ cup melted shortening
¾ cup milk

Sift flour with salt, baking powder and sugar. Mix eggs, melted shortening and milk together. Add to dry ingredients. Mix enough to dampen them and place in greased muffin tins. Bake in 400° oven for twenty-five minutes.

While cream puffs may sound a bit more complicated, the instructor has reduced their preparation to such simplicity that the boys have never had a failure.

CREAM PUFFS

1 cup sifted flour
½ cup butter or shortening
1 cup boiling water
4 eggs

Melt shortening in boiling water. Bring to boil. Reduce heat. Add flour all at once, stirring fast. Cook and stir constantly until mixture leaves sides of pan. Remove from stove and beat in eggs one at a time. Beat hard and drop from teaspoon onto greased baking sheet. Bake in 425° oven for thirty minutes. Cool; slice in half and fill with any type standard vanilla pudding.

Apple turnovers have brought an enthusiastic "ummmm" from all concerned when the following recipe is used:

PIE CRUST

2 cups sifted flour
¼ teaspoon salt
2/3 cup shortening
5 or 6 tablespoons cold water

Sift dry ingredients; add shortening and cut with two knives until fine as coarse corn meal. Add water and mix just enough to hold together. Divide into four pieces; roll as for small pie. Put apple mixture in center. Wet edges, bring together and seal at top.

APPLE MIXTURE

2 large apples
½ cup sugar
1 tablespoon butter
Little cinnamon

Peel and slice apples. Mix with sugar, butter and cinnamon.

Biscuits are always a "he man" favorite and the boys love to turn biscuit-making into a real party with the added attraction of a jar of jam and some oleomargarine:

BISCUITS

2 cups sifted flour
4 teaspoons baking powder
½ teaspoon salt
4 tablespoons shortening
¾ cup milk

Sift dry ingredients; cut in shortening with two knives. Add milk to make dough soft. Roll out ¼ inch thick and cut with biscuit cutter. Bake in 475° oven for twelve minutes.

Other successful dishes have been corn muffins, pancakes, doughnuts, rice custard, tapioca pudding, oatmeal and popcorn balls.

The youngsters enjoy the cooking classes for a number of reasons, one of them being that they can always save a bite to take home to Mother, explaining exactly how it was cooked. Too, there always is the ritual of bringing a sample of their latest culinary art to the center director for his approval.

Taking Advantage of Television

• Recreation authorities have expressed concern as to the effect which the popularity of television may have upon their programs. (See editorial by Wayne Coy, September 1951 RECREATION—Ed.) Los Angeles is one of the cities where the recreation department is taking advantage of this popularity to call attention to its activities and services. Several television programs regularly are scheduled by the local recreation and park department. In addition to weekly radio broadcasts, the following television and radio programs were announced in the department's weekly bulletin, dated January 4, 1951.

Television:

1. "Your City at Play"—telecast from Griffith Playground from eleven-thirty a.m. to twelve-thirty p.m. This one-hour program covers the whole recreation program offered by the department, with emphasis upon special events and seasonal or holiday attractions. The programs are arranged by Arthur Chase, recreation director.

2. "Just Kids"—Saturdays, from one to two p.m. The activities of the department are depicted by the appearance, in "Chubby" Roland's "backyard," of children from various city playgrounds.

3. "Children Should Be Heard"—Sundays, from five to five-thirty p.m. Specimens from Griffith Park Zoo and Cabrillo Beach Marine Museum are the "stars" of this program on alternate Sundays.

4. Triple-A municipal basketball games are presented Tuesdays and Thursdays, at nine-twenty p.m. Top-flight basketball is telecast from the Loyola High School gym.

5. "The Bill Welsh Show"—Evelyn Conrad, director at Robertson Playground, appears on the program each Wednesday at nine-fifteen a.m. with recreation directors and other members of the department's staff to present to televiewers the activities offered at Los Angeles' municipal playgrounds and other recreation centers.

6. The semi-finals and finals of the Thirty-third Annual Los Angeles Metropolitan Tennis Championships will be telecast on Saturday and Sunday, January 27 and 28.

Radio:

1. "The American Storybook"—Saturdays, at twelve forty-five p.m. Stories of California's pioneers, written and narrated by Laura C. Munson, director at Bunker Hill Playground.

2. "The Recreation Parade"—Tuesdays, at two p.m. Guy L. Bushby, public relations representative, interviews members of the department's executive staff, district directors, directors of special facilities and others to inform the public about the department's facilities, programs and services and special events.

Hints for Halloween

The Jack-O'-Lantern Blew Out

A children's party is not complete without an eerie, scary story. Have guests sit in a circle with the storyteller in front. Dim lights help create the proper atmosphere. The following story requires that each child play a part, such as that of witch, ghost, black cat, owl, bat, goblin, clock in a church tower. If the group is large, several children may do each part. Each consists of the making of a characteristic noise and should be practiced a few times before the story starts. Thereafter, whenever the individual parts are named, the guests provide the appropriate sound effects. But whenever the storyteller says, "The Jack-o'-lantern blew out," all make their noises *and change places.*

STORY:

On a dark and windy Halloween night, *owls* flew from the tree tops across the moon just as Bobby and Betty started down the road through the woods. A *black cat* darted out from behind a dead tree and rubbed against Bobby's legs. Betty grabbed his arm and pointed to a white, fluttering *ghost* which was floating off among the trees. A cold wind blew from the graveyard and from the church tower a *witch,* with scraggly hair and flying cape, soared across the tree tops and up to the moon. The Jack-o'-lantern blew out. (All change places.)

Bobby and Betty ran down the road and turned into the lane that led to a little brown cottage, where a light flickered in the window. Bobby was about to knock on the door when the *clock in the church tower* struck one. *Bats* flew from the tower, swooping over the tombstones, white in the moonlight. Then Bobby gathered his courage and knocked. Three *goblins* flew out of the windows. The door slowly opened and the head and shoulders of an old woman, with a hooked nose and one front tooth, peered out. Betty grabbed Bobby and whispered, "She's a *witch!*"

"What do you want?"

"Please," said Bobby, "may we have a light for our lantern?"

"Why, of course," said the *witch* and took the Jack-o'-lantern. The *black cat* jumped onto her shoulder.

"Here you are, my pretties," she said, giving the lighted lantern to them. She slammed the door.

Bobby and Betty ran down the lane. *Owls* flew across in front of them, then off into the woods chasing the three *goblins.* Over in the graveyard, a group of *ghosts* danced slowly in a circle. Bobby and Betty ran down the road through the darkest part of the woods and heard the *clock strike twice.* They looked down and found that the Jack-o'-lantern had blown out again. (All change places.)

On they went, with only the moonlight to guide them—on and on, afraid to look to the right where the *ghosts* danced, or to the left where the *owls* chased the *goblins,* or up over their heads where the *witch* rode her broomstick, holding her *black cat.*

The children rounded the corner by the big oak tree and went up the steps to their grandmother's front door. She greeted them with a hug, and gave them apples and fresh cookies.

Peanut-Packing Party

If you are going to sell peanuts at your Halloween Carnival, declare one of your children's parties a "Peanut-Packing Party" and plan the games and properties to conform with the theme. Materials needed to pack peanuts will be: peanuts, paper sacks, string, packing cartons and a measure of some kind—a cup or scoop.

As children arrive, they are assigned to work in crews and are given identification badges, which may be made of colored peanuts strung on raffia or string. They are then put to work at the basic task of packing. When all the guests are present, it is time to turn pleasant work into extra fun.

The following games should suggest others which will help get the job done and also be entertaining.

The Case of the Vanishing Peanuts

The youngsters, organized into teams, sit upon the floor in relay position. The head man is given a pie tin containing a peanut for each member of his team. As the plate is passed down the line, each teammate removes a peanut, shells it and returns the shell to the plate before passing it on. The last player has a medium-sized paper sack into which he must dump the shells. He then returns the sack and plate to the head of the line. The peanuts, of course, have vanished inside the players by this time.

Peanut Conveyor Race

Players are again in relay formation, facing a chalk line or heavy string which has been stretched between two chairs, one at each end of each line. A conveyor belt has been made by punching holes in the top of a sack (reinforcing them with rings) and suspending it on the string. At the head of each line is a stack of sacked peanuts; at the foot, an empty packing carton. At a signal, the first player of each team fills the conveyor with one of the peanut-packed sacks and starts it down the line—each player moving it to his right. When it reaches the last player, he unpacks it and returns the empty conveyor in the same manner for refilling. This action is repeated until all of the sacks of peanuts are in the cartons and ready for use at the carnival.

The Matter of Prizes

Prizes can be made in crafts classes by assembling peanuts (coloring them, of course) into dolls, animals, necklaces and other amusing articles.

Courtesy Los Angeles Department of Recreation and Parks, California.

School Buildings for Community Use

"A broadening of scope . . ."

THE PRIMARY PURPOSE of the school building is to provide facilities for the education of children. For many years, education was thought of in terms of the three R's, but the curriculum today includes many additional subjects—such as art, music, woodwork, home economics, physical education and agriculture, to name a few. With the broadening of the scope of the curriculum came new and improved building facilities and a new conception of public school education—that its function is to produce well-adjusted individuals capable of taking their place in our complex society.

Within very recent years, another program has been offered to aid in the child's development—a program of organized, supervised play and recreation which teaches him worthwhile, leisure-time activities and tends to develop good habits for the use of leisure hours. This program also has grown in scope and extends beyond the school-age child. Interests created during school days in arts, music, dramatics, athletics and the like are carried over into later life. The program of public recreation meets this demand to carry on these activities, as well as to teach new skills and hobbies and to provide opportunities for adults generally.

The public recreation program usually is under the jurisdiction of some public board or commission other than the school board. As a result, where such organization exists, school boards and educators have argued against the use of the school facilities. Arguments, pro and con, may be summarized as follows:

Against

1. School facilities are not adapted to community activities.
2. Youth fears restraint in coming back to school building.
3. Theft and vandalism will occur.
4. The school building is the citadel of the child.

For

1. If the youth carried away the feeling of restraint toward the school, wouldn't that be an indictment of our school program and leadership?
2. The average school building, through thought and planning, can be made adaptable for evening use.
3. Can we educate our citizenry to respect public property by keeping them out of it?
4. Discipline and respect depend upon leadership, influence and well-planned supervision.
5. Just as the church serves the family, so should the school serve the individual for all his days and not just for a few years.
6. Why build special recreation buildings when the community has millions invested in school buildings and property that can be made to fit the community needs?
7. The school building will yield investment returns twelve to fourteen hours per day instead of five to six hours.
8. There is value to the school child in knowing that his brother, sister and parents are sharing his school building.
9. Schools should be a community service station contributing to the fare of the entire family and community twelve months of the year.

The use of a school building for community recreation certainly is a proper and economic use of public property, eliminating duplication of capital outlay, maintenance and operating costs for a recreation building. It brings the parents of the children into the building to use the same facilities, developing closer relationships between parents and the school and building better public relations for the school system.

Public recreation has met with popular approval and educators *are* beginning to recognize its value. Many school systems are incorporating public recreation into the school program as a function of the educational system. New school buildings are being designed to serve not only the children, but all of the residents of the neighborhood or community.

Milwaukee, Wisconsin, has followed a policy of using school buildings as neighborhood recreation centers since 1914. However, the majority of these buildings were constructed without any thought of neighborhood use for recreation and adult education and, therefore, it became necessary to adapt these buildings for the purposes desired.

Adapted from 1950 Handbook, Department of Municipal Recreation and Adult Education, Milwaukee Public Schools, Wisconsin.

This called for careful planning and ingenuity. The buildings had to be made usable for the recreation department and, at the same time, keep to a minimum the number of problems arising from the joint use of rooms and equipment by the day school staff and recreation department personnel.

Building Adaptation

Adaptation of an old building for community recreation purposes should follow three guiding principles:

1. Make provision for segregating sections of the building, as desired, with aid of strategically-placed corridor gates.
2. Make provision for maintaining space for activities by utilizing little used areas in the building and classrooms.
3. Make provision for allotting storage space for recreation department equipment and supplies.

Gymnasium and Active Game Areas

Many older buildings lack a gymnasium, but have a large room generally spoken of as the "assembly hall." Such halls can be made to meet athletic, social and entertainment needs.

Windows, lights, radiators, thermostats can be protected with substantially-constructed screens to prevent breakage and protect players. Screens should be fastened on strong hinges to make the opening and closing of the windows possible. Ceiling lights should not hang lower than is necessary for good illumination. When the assembly hall is on the top floor, it is practical to recess the light opening flush with the ceiling, light fixtures projecting into the attic above. Such an arrangement lessens ball interference and enhances the physical appearance of the hall.

Lower walls may be panelled to protect the plaster, and at the same time give the room a pleasing appearance. Game lines should be painted on the floor and basketball goals installed. Even though a hall of this type may not meet the regulation playing floor dimensions, it is serviceable for modified games and for active games of low organization.

Large basement rooms may be similarly prepared and, when cleared of furnishings, provide an excellent additional location for vigorous, low organized game activities, particularly while the assembly hall-gym is in use for other purposes.

Entertainment and Dramatic Facilities

When an assembly hall is large enough to be used for entertainments, special stage arrangements can do much to make the programs more enjoyable for the audience. A high stage will be necessary to increase visibility if the floor is level. If a hall is too small to allow for a permanent stage, the latter can be built in sections which, when not in use, can be strung along one side of the hall, thus minimizing the floor space consumed and providing a seating platform for spectators. A stage always should have convenient and safe steps, with a railing for added precaution. In many cases, such steps would have to be portable.

If an assembly hall is large enough, a permanent stage is more desirable and can embody many convenient features. It should be large enough to allow as great an area as possible for dramatic use, with a space behind and at the side for the passage of the actors. This implies back and side curtains. If possible, access to the stage area of the hall should be by doors other than the entrance doors. If footlights are desired, they can be built into the stage, in a metal-lined trough, and covered flush with the floor. When the hinged cover is lifted, it will tilt away from the stage and serve as a reflector. However, the growing popularity of spots, floods and movable light troughs with drama folks may make a permanent footlight arrangement unnecessary. Electric outlets for floods, spots, a motion picture projector, public address system and so on should be provided.

The space under the stage can be used for storage by making the front a series of movable panels, through which dollies may be moved containing chairs in sections of four.

Where the basketball use of the assembly hall necessitates having the goal at the stage end of the hall, it is desirable to have a suspended goal which can be drawn up toward the ceiling when not in use, so as not to obstruct the stage view.

Adaptations such as these can transform the assembly hall from the least used to the greatest used floor space of the building, available for gymnasium classes, dance classes, dramatic and operatic purposes, lectures, concerts, recitals, to say nothing about dances and other social events.

Small Group Activity Rooms

There are many activities which can be conducted in smaller rooms. Much is added to a dance if there is a lounge nearby where the guests can sit and visit and where, if so desired, refreshments can be served during intermissions. Games of a table nature, hobby crafts, clubs, table tennis, arts and crafts and other activities generally require small rooms.

Many school buildings have large open basement areas which can be divided into rooms for diverse purposes —although they should be available only where the height and ventilation of the basements justify such use. Partitions would appear far more friendly if partly constructed of glass, some type of Florentine or opaque glass being the most desirable. The walls, which naturally would be of stone, concrete or brick, should be attractively painted. If too rough, it would be desirable, if financially possible, to panel them part way up. Likewise, with rooms without ceilings, it would be more desirable to give them some finishing. Cement floors could be painted with special cement paint in bright colors, with electric lighting ample and well located. Rooms of this type could be used for table games, billiards, club meetings, dartball, table tennis, tumbling, weight lifting, boxing, wrestling and so on.

Of course, basement rooms usually will not meet all of the needs of a growing program, and day school classrooms must also be made available. Ordinarily, kindergarten and primary grade rooms, with their movable tables and chairs, or senior classrooms, with the armchair type of desk, are most easily adapted to evening use. Furniture can be pushed to one side to permit use of card tables, sewing machines, work tables or tumbling mats. Where buildings only have rooms furnished with permanently-fixed desks, these may be unscrewed and fastened to wooden runners, instead of to the floor, and stacked in the cloakroom or

to one side, to clear the room for the recreation equipment.

It is most desirable, in this day of radios, motion picture projectors and electrical phonographs, that every room be provided with an electric outlet. For safety reasons, these should lead directly to the fuse box so that there will be no danger of a short circuit. Electric light controls always should be of the key, rather than of the push button, type which can easily be manipulated.

Service Arrangements

Kitchenette—Since food frequently plays an important role in social activities, arrangements should be made, insofar as possible, to have kitchen facilities both in the basement near the small group activities rooms and close to the assembly hall, making possible banquets, dinners, refreshments. Such a kitchenette often can be installed in a cloakroom; if the space is wide enough, cupboards can be built along the sides. A stove can be concealed and protected by an ornamental box covering. Needless to say, a sink with hot and cold water should be included.

Showers and Locker Rooms—Where funds and space permit, it always is a good investment to build in a shower and locker room. Even though this may seem impossible, there must be some provision for a locker and dressing room, including toilet facilities. If these accommodations cannot be provided adjacent to the assembly hall, space in the basement should be made available.

Wardrobe Checking—Checking facilities for patrons' wearing apparel adds much to individual comfort and creates a better building atmosphere. Rooms as near the entrance as possible can be made to serve this purpose. A removable counter can be fitted into brackets on the door jams. Such a counter will serve to receive patrons' wraps and will prevent entrance into the wardrobe. By using the desks and the seats and the regular cloakroom hooks, many people can be accommodated. If needed, an extra table can be brought in for use. Patrons should be given a check for their belongings.

Miscellaneous—Bulletin boards and exhibit cases placed in corridors and on stair landings greatly aid the promotion of activities and events.

Storage Rooms

One of the secrets of eliminating problems arising through joint use of a building is to provide each user with ample facilities for storage. A social center cannot have too many storage rooms or cupboards. Many old school buildings still have the traditional individual cloakrooms for boys and girls. One of these or a portion of one can, in most cases, very readily be turned over to the evening activities for storage for sewing machines, table tops, horses, chairs and other equipment.

It is of utmost importance that any changes in the structure of the school building should be made only *after* a thorough study of the local fire laws, building code regulations and other legislation relating to public buildings. This is important in regard to the installation of electrical equipment as well as to the planning of exits and storage rooms.

Most Popular Children's Plays

Listed in order of preference, from "The Directory of 1948 Children's Theatres Operating in the United States," issued by ANTA:

1. Cinderella (a)
2. Rumpelstilskin (a)
3. Aladdin and the Magic Lamp (a)
4. Jack and the Beanstalk (a)
5. The Emperor's New Clothes (e)
6. Sleeping Beauty (a)
7. Tom Sawyer (a)
8. Heidi (a)
9. The Ghost of Mr. Penny (a)
10. Hansel and Gretel (a)
11. Mary Poppins (a)
12. Mr. Dooley, Jr. (e)
13. Snow White (b)
14. The Elves and the Shoemaker (a)
15. Peter Pan (e)
16. Alice in Wonderland (b)
17. Little Women (a)
18. Christmas Carol (a)
19. The King's Balcony (c)
20. Treasure Island (a)
21. Once Upon a Clothesline (d)
22. Hans Brinker (a)
23. Little Red Riding Hood (a)
24. Beauty and the Beast (c)
25. The Bluebird (e)

For the convenience of readers who may wish to order any of these, the publishers are as follows:

a. Children's Theatre Press, Cloverlot, Anchorage, Kentucky.
b. Baker's Plays, 569 Boyston Street, Boston 16, Massachusetts.
c. Association of Junior Leagues of America, Waldorf Astoria Hotel, New York 22, New York.
d. Row-Peterson, Evanston, Illinois.
e. Samuel French, 25 West 45th Street, New York 19, New York.

Among veteran foreign youths invited to witness democracy in action, Japanese delegate speaks before General Assembly. Hawaiian delegate and New York's Mayor Impelliteri at left.

A City Newspaper Plans for YOUTH

RECOGNIZING THE IMPORTANCE of supervised recreation for New York City's youth, more than eight years ago a city newspaper, the *New York Mirror*, inaugurated a year-round program devoted to the purpose of providing constructive activity for teen-agers which would stimulate in them a sense of communal responsibility. Under the direction of the *Mirror*'s publisher, Charles B. McCabe, and with the cooperation of the department of parks, board of education, police department and sixty or more character-building organizations, this program still is growing.

Today it covers almost all fields of recreational and educational activity. Tennis, golf, swimming, marble contests, horseshoe pitching and softball are only a few of the currently-sponsored tournaments. In the basketball tourney alone, more than seventeen thousand players enrolled last year in the *Mirror*-Parks Department City-wide Championships. In all, more than one and a half million persons actively participated in, or were spectators at, these recreational events.

It is hoped that by a description of the function and scope of the Youth Forum and the Model Flying Fair and Air Show some idea will be given of the value of the entire program.

The Youth Forum

The Eighth Annual Mirror Youth Forum, a project designed to give young citizens a voice in current problems, was held December 9, 1950 at the Hotel Astor, where representatives of more than sixty New York character-building organizations—a true cross-section of the city's youth—met to formulate their opinions in open discussion.

In addition to the more than three thousand spectators and participants who filled the Grand Ballroom at the Astor, a much larger, uncounted audience witnessed the proceedings over NBC television. The program included speeches by distinguished guests and entertainment by celebrated performers, but the main accent was upon the young people themselves. It was their show, and its final success depended solely upon them.

The idea of a democratic forum, actually planned and conducted by students of high school age, was instigated by the newspaper eight years ago. Its general framework has served as a model for many similar projects in cities throughout the country. Today it is the largest forum of its kind in the United States; its reputation, both for its contribution to youth welfare and as a civic project of positive value, is established.

Though the forum is scheduled for only one day in the calendar year, it is actually the end-project of several months' preparation by participating youth delegates and the newspaper's staff. In October, these delegates, representing both local and national youth organizations and all racial and religious groups, are asked to come together at a planning meeting to work out the general design of the forum. They currently are in process of doing so for this year's forum which will be held in December. They discuss procedure, select the guest speakers and determine the format of the final day's activities.

Their main task, of course, is to select the topics for

discussion. In the past these have pretty well reflected the problems that confront youth today. Last year, they included a consideration of teacher loyalty tests and, as an indication of youth's growing concern over the world situation, a discussion of the peacetime uses of atomic energy and of the United Nations as a hope for world peace.

The three hundred young delegates, five from each organization, present at this first meeting also attend subsequent meetings to compete for a forum chairmanship post. From these, twenty-five are elected to continue in the training sessions. They receive intensive coaching in parliamentary procedure and generally prepare themselves for the big job of conducting an open discussion for several hundred students of their own age.

The Forum has serious basic purpose—to give youth a voice, training in democratic processes and leadership preparation.

The young people eagerly raise hands to speak during the discussion, "What Can Youth Do to Improve Inter-group Relations?"

A high school student launches his "super cinch." Al, just fourteen, put in a very busy day tuning up for the big show.

These final sessions, presided over by a member of the board of education, are held three times weekly until the day of the forum, and result, finally, in the election of the five panel chairmen and their alternates, as well as the general chairman of the forum.

Three years ago, with an idea of giving the forum an international flavor, the *Mirror* inaugurated the practice of bringing foreign delegates to this country to take part in the preliminary discussions and to attend the forum. It was thought that they might learn much from this particular example of democratic practice and contribute a basically different viewpoint to the discussions. This season, with the cooperation of the State Department, transportation has been arranged for students from eleven countries in the Near and Far East. Their early arrival in New York, planned to coincide with the last of the training sessions, allows them time to become acquainted with the other delegates and to prepare themselves for an active role in the final day's activities.

On the morning of the forum, the foreign delegates and the panel chairmen are waiting to meet the five hundred or more young citizens who are to participate in the discussions. At ten a.m. they go to one of the five panel rooms

and the floor is opened to a general discussion of their selected topics. Under the direction of the panel chairmen, the resolutions are decided upon. The delegates gather in the ballroom for luncheon, and the *Mirror* Youth Forum officially is begun.

The formal reading of the resolutions takes a featured place in the afternoon's ceremonies which, in the past, have included speeches by such notables as Warren Austin, Bernard Baruch and others, not only in government, but also from the fields of education and sport. From time to time, the program is given over to entertainment—Paul Winchell and Jerry Mahoney, Lauritz Melchior, Robert Merrill.

It is a festive occasion, but the basic seriousness of its purpose always serves to underline its primary functions: to give youth a voice, train them in democratic processes and prepare them for future leadership in a world that will be theirs.

Sister Betty Lou, four years old, is willing helper for Billy, age eight. They are at work on the largest plane in flying fair.

A young, prospective flier enviously eyes the expertly made models, while his toy paper plane is momentarily forgotten.

The Model Flying Fair and Air Show

The *Mirror*'s Model Flying Fair and Air Show, sanctioned by the Academy of Model Aeronautics in Washington, is the largest assemblage of model plane builders and aviators in the United States.

It is significant to note that as recently as ten or twelve years ago, few model planes were constructed and flown. As a result of sponsored meets, such as the Flying Fair, which has vastly stimulated youth's interest in aviation, it is conservatively estimated that we now have more than 2,500,000 model planes flying today.

In preparation for the sky festival, held annually on the spacious grounds of the Grumman Airfield in Bethpage, Long Island, the model plane builders spend months working on blueprints and new models. Outdoor toolsheds, basement and attic workshops are transformed into miniature aircraft plants, while nearby fields become landing strips and airfields used for proving grounds.

On a Sunday morning last June, young people from nineteen states and Canada converged at Grumman Airfield seeking the thrills that come with active competition. The prize list in previous years included an $1,800 two-year Academy of Aeronautics scholarship. This year the awards embraced trophies, television sets, enormous tool cabinets and a myriad of others.

Following registration, the model airmen approached eight seventy-foot flying rings in the landing strip area, where U-control events were featured. This portion of the dawn-to-dusk program unveiled the speedy maneuvers of tiny aircraft powered by jet, Diesel and gasoline motors.

A capacity throng of two hundred fifty thousand watched as the U-controlled planes dipped, climbed and streaked through elaborate aerobatics under the skilled manipulation of their designers. U-control refers to two elongated wires attached to the left wing of each plane which lead to a hand grip held by the model aviator. The wires connect with the model plane's rudder and ailerons. Thus, by a mere flick of the contestant's wrist, the crafts can take off, loop and perform numerous other gyrations in the air. Many planes at the Flying Fair were clocked by officials at speeds upwards of one hundred thirty mph.

Meanwhile, larger free-flight and radio-controlled events were in progress at adjacent areas of the airfield. A mild breeze was blowing as squadrons of planes took to the air in endurance tests in the free flight area. Many landed in pastures miles from the airfield. This event was won with a sustained flight of eight minutes, six seconds. A "retriever service," operated by the Nassau County Police Department, returned the planes to the contestants.

The uniquely-designed planes drew many spectators to the beauty contest area. Not far from here, some of the Grumman Aircraft Engineering Corporation's FOF navy jets, fighters, seaplanes and other ships were displayed.

The model flying ceased at three p.m., and the Academy

of Model Aeronautics judges turned to their scoresheets to name the winners. The contestants then joined the audience to enjoy the full-scale air show which followed. Included in the entertainment were such highlights as the story told by Captain Charles F. Blair, Jr., of his daring adventure as the first man to fly over the North Pole in a single-engined plane, and the impressive array of the nation's latest military aircraft flying in formation, while swift-as-sound jets roared by in speed demonstrations. A nationally-famous acrobatic team and an equally-famous glider pilot, whose ship was towed skyward and released, thrilled the crowds with their daring. Daylight fireworks exploded high above the field, sending huge papier-maché circus animals down to rest among the spectators. The entire program was tape-recorded by a Voice of America unit for rebroadcast later in the week to European countries.

Thus, with the country's top pilots emulating in the air the maneuvers of the tiny planes guided from the ground, the day-long program drew to a close. The judges announced the winners; prizes were awarded; and the 1951 winners congratulated each other for a project well done.

Thousands of air-minded youths turned homeward to prepare for the next aerial program. In keeping with the times, this model flying project is fostered to enhance the aerodynamic ingenuity and creativeness of our youth. From these roots, the nation's future aviation leaders will grow. Our country's destiny in the sky will be in their hands.

Happenings of Note . . .

Chicago Festival

The Chicago Square Dance Festival is being staged for a second time by the Chicago Park District and Prairie Farmer-WLS, with Walter Roy of the Park District as chairman. It will be held October 26 and 27, 1951, in Chicago's International Amphitheatre. Its objective is "to present square dancing *from every angle* for every type of square dancer."

Joseph Lee Dedication

Last spring, the entire Bay View District of San Francisco, one of its oldest neighborhoods, participated in the dedication of a new recreation and playground center which has been named for Joseph Lee, founder of America's first playground in Boston. This event was an eminently fitting launching of one of the city's most important recreational units.

In the San Francisco's $12,000,000 program of 1947, approximately $388,000 were set aside for the construction and equipment of this project. Designed by William G. Merchant, architect, the center covers over twenty-one square feet. The large "U" shaped building houses a gymnasium with bleachers, a club room with folding doors which convert it into two rooms, a large auditorium with balcony, three offices, locker and storage rooms and convenience stations. The basement will be fitted for boxing instruction.

As may be expected, it houses a wide variety of activities, under the supervision of two full-time directors and one part-time director. The program runs Monday through Friday.

Honorary Degrees

Mr. George Hjelte, general manager of the Los Angeles Department of Recreation and Parks, has recently been awarded the first honorary degree of Master of Science in recreation to be given by the Los Angeles State College. This event followed closely upon the heels of the awards for distinguished service in recreation, which were presented to Mr. Hjelte, Josephine Randall and Harry Stoops by the California Recreation Society, in the form of society fellowships.

Miss Randall also received the honorary degree of Doctor of Laws from the University of California in June.

United Nations Week

United Nations Week — this year October 21 to 27—is a period set in the United States by a large number of cooperating national organizations. It is designated as a time when communities throughout the land are urged to a wider interest in and deeper concern for the UN as the world's best hope for peace.

Organizations undertake to help members to gain a more meaningful understanding of the United Nations, and to help organize community-wide observances of *United Nations Day* on October 24.

For suggestions for observances of the former, write to the Church Peace Union, 170 East 64th Street, New York 21, New York; and for the latter, write to the National Citizens' Committee for United Nations Day, 816 Twenty-first Street, Washington, D. C.

Red Feather Month

October is traditionally "Red Feather Month." The president of the United States launches the nationwide drive each fall on or about October first. Each local community arranges its own Red Feather campaign dates. Thousands of volunteer campaigners spend many hours of the month securing pledges from their fellow citizens for the nation's health, recreation and welfare services . . . under the Red Feather symbol.

Last summer, recognizing the need for USO again, as well as the need for special services for civilians in defense areas and possibly for allies overseas, Community Chests and Councils of America and the National Social Welfare Assembly organized a committee on the national emergency. Meeting on October 30, 1950, this committee recommended that Community Chests everywhere participate in a "single package" campaign to finance needed emergency health and welfare programs. Today, the United Defense Fund is in full operation, an integral part of the united Red Feather campaigns. (See editorial in this issue of RECREATION.) This is a matter of vital importance to recreation workers everywhere.

At the California State Veterans Home, State Department of Veterans Affairs, the average, over-all age is over sixty-five.

ROCKING CHAIR RECREATION OUTMODED!

Lester Koritz

THE CALIFORNIA STATE VETERANS HOME, located in the rolling hills of the Napa Valley in northern California, approximately fifty-five miles from San Francisco, is a state home and hospital for disabled veterans who have served during a war period and are eligible for hospitalization, convalescent or domiciliary care, providing that the veteran has been a bona fide resident of the state of California for ten years preceding date of application. Our problem, therefore, is that we have approximately seventeen hundred male veterans with disabilities ranging from minor to total, average age over sixty-five, living together with plenty of time on their hands. The solution to this, however, has been a flexible, diversified recreation program administered by a single specialist working in close cooperation with the medical department and given every encouragement by the commandant. Since the recreation program was converted from a part-time duty of two home officers and placed under a full-time recreation and welfare officer on September 1, 1948, our disciplinary problems have been reduced to half.

Hobby shop offers opportunity for members to make useful, needed articles; provides an outlet for those creatively inclined. The program still is expanding.

Recreation in such homes and hospitals still is in the pioneering stage. Handicapped veterans want leisure activities—and, for them, nearly all their time is classified as "leisure"—adapted to their remaining abilities, not based upon their disabilities.

Therapy, however, is an important aspect of recreation in such an establishment, and Special Services Officer Major Kenneth A. Hill consults with the home medical staff in all cases; for not only must the recreational activity for the individual veteran be based upon his degree of mobility and upon his length of stay in the hospital and his type of illness, but it must also take into account whether or not he can, or wants to, participate in large group, small group or individual activities.

In addition to helping the patient get well, the goal of the recreation program at the State Veterans Home is to help make it more truly his "home," to improve and sustain morale and to help him achieve a way of satisfactory living in line with his disability. Patients are ill and under tension, and recreation activities which are within an individual's capacity are needed to overcome the focus of his attention upon his physical condition. Through recreation activities, the handicapped veteran may gain mental stimulation, joy in the development of skills, creative expression through construction and craftsmanship and emotional release through artistic pursuits which supplement and complement the ordinary activities of everyday institutional life. Our recreation activities here are of the active and passive variety, and range all the way from woodworking and bowling to a bedside library and weekly baseball and softball games.

MR. KORITZ *is public information editor of the California State Department of Veterans Affairs in Sacramento.*

Major Hill's addition to the home staff coincided with the opening of a new and modern mess hall and the vacating of the old one. Plans to use the old structure for a warehouse were quickly scrapped and it was converted as rapidly as possible into a spacious recreation center, serving employees as well as members. It consists of eight pool and billiard tables, a card room, an arts and crafts corner, a radio and television room, a two-way miniature bowling alley, three indoor shuffleboards, an electrically-controlled shufflepin game and an assortment of all types of quiet games, jigsaw puzzles, checkers, chess, reading and so on. It even has a barbershop and, on occasion, houses such special events as boxing and wrestling shows. One of its most popular features is the snack bar, where members can go after supper. Formerly, their only recourse for a snack was a group of establishments just outside the home grounds along the highway. This situation gave rise to many disciplinary problems and even led to some serious highway accidents involving members of the home. Approximately eight hundred fifty members a day use the facilities of the recreation center, which is open every day from nine a.m. to eleven p.m. Much of its supplies and equipment have been donated by patriotic and fraternal organizations and their auxiliaries. These volunteer organizations also provide leadership in the arts and crafts classes, through which many of the members of the home are able to earn some pin money by the sale of their products. They also provide special outings to off-post recreation and sports events, visit hospitalized patients and bring amateur and professional entertainment to the home itself. In addition to the recreation center, the home has a regulation bowling alley in a separate building, with eight teams now competing in a winter league. Teams are sponsored by local patriotic organizations.

Members of the home themselves participate in the planning of recreational events and activities, and some are part-time employees, paid by post funds, as custodians of equipment, recreation supervisors, librarians, bowling alley supervisors, theatre managers and so forth. The Lincoln Theatre at the home offers thirty-five-mm. motion pictures three evenings a week; while patients confined to the hospital or convalescent barracks may see sixteen-mm. films daily.

The library averages six hundred visitors per day, with a circulation average of ten thousand books a month, and a library bookcart brings this service to the bedridden patients. Stamp collectors also are able to follow their hobby while hospitalized. The program still is expanding, with new types of games and activities being provided as fast as possible. Folk dancing is held one evening a week and is gaining in popularity among members and employees alike. A plastics class has been in operation for a year and a lapidary program is now under way. A hobby shop offers an excellent opportunity for members to make useful and needed articles and provides an outlet for those who are creatively inclined. Boccie ball is the latest addition to the repertoire of games. For outdoor events, a new bandshell recently has been completed in the Memorial Grove and will provide a setting for entertainment programs. The baseball and softball diamonds and grandstands recently have been renovated.

"The most generous act by any fraternal organization during my years in office" was what Governor Earl Warren called a donation of two hundred fifty thousand dollars by the Rebekah Assembly of California and Independent Order of Odd Fellows for the purpose of building an Industrial Vocational Training Center at the home. This building soon will be started and dedicated to World War II veterans. Colonel Nelson M. Holderman, Commandant, in expressing the gratitude of members and staff, said that the structure would serve a multiple purpose. "It will provide," he said, "valuable on-the-job training for those of the domiciliary members who are physically able to take advantage of it. In some cases, it will help them to return to gainful employment on their own. This should be particularly evident in years to come as more and more veterans of World War II are admitted to membership."

Among other new projects planned for the near future are the hostess house, to be built with sixty thousand dollar funds donated by the California Federation of Women's Clubs to provide a place for the family and relatives of seriously ill members in times of emergencies; an auditorium and theatre to cost $479,000, with seating capacity of twelve hundred, to replace present antiquated Lincoln Theatre; and a new recreation center for $469,800. These facilities will be needed to meet the over-all capacity of three thousand two hundred fifty male veterans and two hundred fifty women veterans in the next five years. Recreation must also be provided for eight hundred employees. As Major Hill points out, the field of recreation in homes and hospitals for older veterans is one without benefit of long history or experience, but neither does it bear the handicap of convention and outmoded practices. The California State Veterans Home and Hospital is believed to provide one of the finest examples of a successful recreation program of this type.

"CARE-FOR-KOREA" Fund Drive

The "CARE-for-Korea" campaign voted by the General Federation of Women's Clubs at Houston will open on November 12th and end on Thanksgiving Day—in time to save Korean women and children from hunger and cold this winter.

CARE's package program for Korea has been approved by the United States State Department's Advisory Committee on Voluntary Foreign Aid, endorsed by President Truman and General Ridgway. Funds raised will be applied toward six types of CARE packages—to meet specific needs: woolen blanket, cotton textiles, $7.00 each; food, woolen fabric, underwear, $10.00 each; knitting wool, $13.00. Delivery will be made to the most destitute orphanages, refugee families and other civilian war victims.

Hallowe'en Reports

Recreation Leaders: The staff of RECREATION magazine will be most grateful if you will send us accounts of your Hallowe'en celebrations this year. Do prepare a write-up of activities while their details are fresh in your mind!

Alfred B. Jensen

The National Roster

National Roster of Professional Recreation and Park Personnel

Name JOHN J. DOE

Home Address 1357 Cedar Street

Organization Deville Recreation and Parks Department

Title Superintendent of Recreation and Parks

Sex M Year of Birth 1916

City Deville State Illinois

Check type of work below.

Special Skills Administration, training, crafts, sports, camping

Comments Operate with staff of 5 leadership, 2 maintenance full-time employees. Experience in cooperative community planning, construction.

Date July 11 1951

NATIONAL RECREATION ASSOCIATION, Fourth Ave., New York, 10, N.Y.

The registration process is very simple. Request above card, fill out, and return.

THE MOST COMPREHENSIVE inventory of recreation and park workers ever made is now under way.

The National Roster of Recreation and Park Personnel, now being established by the National Recreation Association as a defense project, is filling a long-recognized gap in the information available about the recreation and park field—the tallying, person by person, community by community, job by job, of the full-time professional workers who are making recreation one of the outstanding assets of a free country.

The National Roster already has been called to the attention of some fifteen thousand professional workers in public recreation and park departments, voluntary agencies, hospitals and institutions, universities having a recreation curriculum and industries operating recreation programs with full-time leadership. Approval of the move has been immediate and enthusiastic; cooperation is being received from local, state and federal agencies employing full-time recreation workers and from the recreation leadership in all other branches of the widespread field. Already over nine hundred agencies have requested registration cards for more than ten thousand workers.

At a time when defense of the democracy that makes leisure possible is viewed as a matter of continued necessity, the recreation workers of America are in a position to make a significant contribution. Thousands of them are indicating their willingness to do so by registering their names and skills on the National Roster, which is being set up in connection with the essential activities and critical occupations list currently in preparation by the Federal Government.

The roster will make available for emergency use a listing of skilled, experienced personnel equipped to expand or institute necessary recreation and morale services anywhere, without disrupting similar essential programs in other communities. Times of stress call for the best use of leisure, and recreation workers are prepared to help guarantee it.

The National Roster of Recreation and Park Personnel is growing daily, as executives in all sections of the country request cards for the voluntary registration of their staffs. Because of the lack of detailed information, which only can be corrected with the roster's completion, some recreation workers may not yet have been notified of the simple procedure for being included in the roster.

Registration takes only a few moments' time. A special roster card (see above) is filled out with name, age, sex, title, location, special skills and type of work done. Space is also provided for comment on additional skills which might also be of interest to defense employers. This information is later coded by staff in the association offices, the punch system being used to provide for rapid hand sorting.

Park and recreation executives and full-time independent recreation workers may receive registration cards by addressing The National Roster, National Recreation Association, 315 Fourth Avenue, New York 10, New York. The *number* of registration cards needed, the *agency* and the *mailing address* should be stated. Complete instructions and information on the registration procedure will be sent with the cards.

The National Roster is important to the recreation movement and to its professional workers. It also is important to our country, which recognizes the right to, and the need for, recreation.

Are you registered?

MR. JENSEN *is assistant director of Recreation Personnel Service, NRA, and serves as the National Roster Secretary.*

The story of a recreation venture in a little town--population 686.

GUILFORD RECREATION CLUB

Take a fifteen-acre swamp. Not that there's any particular reason why you should take it because hardly anyone—or at least anyone without a great deal of imagination—would want it unless, perhaps, it was because of the old sugar bush and the tumbled-down mill that went with it.

The aforesaid ingredients add up to a bit of scenery which is common enough in northern New England, but they need more explaining. In the first place, you'd better have them in a strictly rural little town of about seven hundred population, a town like Guilford, Vermont. Then they'll need some preparation. First, add a club—the Guilford Recreation Club in this case—of about two hundred family memberships, each family paying the huge dues of one dollar yearly. Then add liberal dashes of Yankee make-do and ingenuity, great gobs of persistence and sweat and huge quantities of imagination, enthusiasm and neighborly spirit. Flavor strongly with pure essence of generosity.

Let this mess stew busily for about a year. And then, if you're lucky, you'll have something like the Guilford Recreation Club's Whittemore Park, which includes a first-class baseball diamond, a horseshoe court and a sylvan picnic ground. Next year there'll be a natural swimming pool.

We've given the recipe for Whittemore Park. But you've got to have something to get the stew rumbling around and working—a catalytic agent or whatever the chemists call it. In the case of Whittemore Park, this was a fortuitous circumstance which looked, at first, like a piece of pretty rotten luck.

Vermont farm boys, like farm and town boys the whole country over, love to play ball. They have a lot of room for it, too, in a state which still has more cows than people. But the glaciers, in their rumbling and Jovian way, left a lot of jagged boulders and smaller dornicks sticking up around the verdant cow pastures and untidy Mother Nature, with her junipers and hardtack, did very little to help in the way of providing original ball parks.

Well, one evening in the late spring of 1949, the boys were enjoying their after-supper ball game when one of them took a header and injured an eye so badly that he had to go to Boston for treatment. Trips to Boston come high, especially when they include a specialist and hospitalization. But the neighborly spirit came to the rescue. In July there was a pick-up game between the married men and the single ones for the benefit of the injured player. The people came flocking from miles around to razz and to root, all paying their hard-earned cash for the privilege. The game was a huge success, enjoyed by everyone.

It was this very game that was the germ of Whittemore Park.

Now Guilfordites, like people anywhere, must realize that names make news—and all who worked on the park project have names. But like presidential assistants or a less self-reliant circle, they all seem to have an intense passion for anonymity—at least when it comes to Whittemore Park. It was a terrific job to pry some of these park-builders loose from their monikers. Only a few can be given.

Two of the contributors are Bill Searles and Leon Ogden, baseball fans and good neighbors both. They got to wondering why a real club could not be organized to provide a safe field. Their talk got around to neighbor Bert Whittemore. He told Leon and Bill that he had an alder swamp that wasn't much good but that the club-to-be could have it if they wanted. The club wanted, all right, and Bert accordingly deeded the fifteen acres of muskrat land for free, thereby giving his name to the project. He also deeded the sugar bush, with the only reservation that he be allowed to gather sap there in the spring of the year.

With the formal organization of the club in August of 1949, the land-deeding fever became contagious. Joe Borkowski, owner of land abutting Whittemore's, donated a strategic quarter-acre or so needed for the infield. Lawyer Dick Gale, from nearby Brattleboro, searched the title, drew the deeds and told the club to forget about a bill. The town clerk waived the recording fees.

But we're getting ahead of ourselves a little. The club had to be organized before it could be a land owner. This was duly done. Every Guilford family was solicited and almost every family paid its dollar dues. There were no ringers. Every membership is held by a bona-fide Guilford family or by summer residents, former residents or owners of property within the town. Ten dances at the Guilford Grange Hall

netted about one hundred dollars for the club and there have been money donations, too.

But the big story of donations to Whittemore Park is not that of money but of time, muscle and sweat. There are plenty of farmers in Guilford and farmers mean trucks, horses, tractors, doodle-bugs, to say nothing of shovels, axes and picks. In the drive for help, not a single refusal was met. A total of about two hundred different strong backs worked on the job, with a fair Sunday bringing out as many as fifty of them and a Saturday afternoon drawing between twenty-five and thirty.

There were donations from those who could not contribute labor and, all told, these amounted to about seven hundred dollars. Neighbor Rudolf Serkin happened around one afternoon to do a job of sidewalk superintending on a bee of pulling and hauling rocks. Willing enough and full of good wishes, he felt that perhaps he ought not to risk his famous hands at such chores and no one disagreed with him. So the noted pianist went home and promptly sent the club a check for one hundred dollars.

A swamp, even when all of the alders are cut, needs filling, and Whittemore-Park-to-be required three hundred cubic yards. Six trucks owned and manned by club members toted the stuff—and the only expense was eight hours' hire of a power shovel to fill the vehicles. A bothersome ledge cropped up in the outfield and the generous owner of a compressor loaned the machine to the club free for ten hours to drill blast holes. Twenty-five dollars' worth of dynamite flattened the ledge. A swamp also needs draining and the ball field required the blasting of seven hundred feet of ditch. Then there was a little matter of grading. On one busy week end, nine trucks—and only one of them hired—carted in around eleven hundred cubic yards of dirt for the job. By this time, Guilford's selectmen had heard of the project and the town bulldozer ably came to its assistance.

By the time gold and scarlet leaves had withered and the autumn snows of 1949 were descending, the Guilford Recreation Club had its ball park—in the rough, at least—for a cash outlay of $312.24!

But a ball park, no matter how fine or how inexpensively developed, needs a team. The Guilford Recreation Club had its team, all right, but in this day and age a team needs uniforms. The Guilfordites got a bargain. Uniforms worth $250 new and worn in but four contests were purchased from a Knights of Columbus Council for about a third of their original cost. The suits, however, were emblazoned with the huge "KC" emblems across the front. Yankee make-do and ingenuity again. A little amateur, but expert, needlework changed the K's into R's and that was all there was to it. The uniforms and all of the other baseball equipment came to $228.97.

The glorious Fourth of 1950 heralded the first game on the new diamond, and it was a proud moment for the clubbers when their smartly-uniformed nine trotted out on the field to do battle with a nearby town. The collection taken at this and at the five subsequent games of the 1950 season came to $111.26. Another dance raised $38.38. However, the team did so well that the grateful Guilfordites gave them a party at the season's end. This set the treasury back $24.19, but everyone agreed that it was worth it. Party or no, the recreation club's baseball team is now a complete self-sustaining unit.

There's a lot to a park besides a place to play baseball and Whittemore Park is not lacking in other attractions—the picnic grove, for instance. The sugar bush which Bert Whittemore threw in with the alder swamp is a mighty attractive place in the heat of the day. The youngsters can play in the shade while the women tend the fragrant sizzling hamburgers and the men sneak off to the car for another cold one.

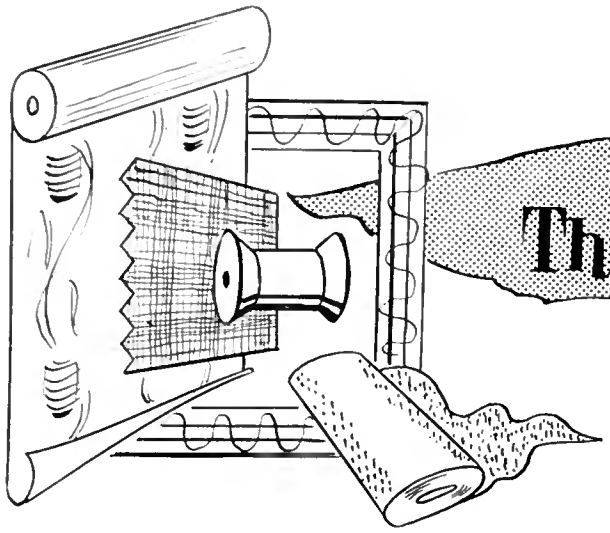
The stately maples, many of which were sturdy two-bucket jobs when N. Bonaparte was the scourge of Europe, are gnarled and massive and poke their green old heads into the hot midday blue as the cooking fires smoke lazily away. Once busy only at mud-time, the grove now has tables and fireplaces which are used all during the warm weather. Lumber for the tables was donated and they required only a bit of rough carpentry to be thrown together. The fireplaces—and they all draw—cost a total of $34.40. All of which was for mortar cement and iron grills. A professional mason—another man with a passion for anonymity—gave of his time and skill in their building. Volunteers fetched stones, water and sand and did their mighty stint of heaving and groaning.

The swimming pool project was too late for this year but it is a certainty for 1952, especially when you consider that the club already has earmarked $450 for its construction. It will be possible primarily through the generosity of another donor, Clarence Holden, who lives nearby. Mr. Holden deeded the club a plot of land two hundred feet by three hundred. This sounds as romantic as a downtown city lot—unless you've seen the place. But that sixty thousand square feet—and it's much more if you figure the ups and downs of the terrain—is like a natural hollow through which rushes a swift and rocky and unpolluted stream, laughing water in the dead of hot summer as well as when the ice goes out in April. The hollow means that there will be a minimum of dam building and it will be a rock-and-concrete dam, not a muddy earthen one.

No barren concrete rectangle smelling of chlorine for Guilfordites to swim in next summer, but a beauty spot with a backdrop of thick green forest. The stream is cold, too, but you can't have everything.

An old mill stands at the site and, at first, there were high hopes that it might be converted into a bathhouse. But inspection has revealed it to be tumbling to moss and ruin. However picturesque it may be, it is a poor substitute for sound construction. But the club is not worrying much. There is the $450 in the bank and a community spirit which, during the past year, almost literally moved mountains and is not likely to be discouraged by a small job of mere carpentry.

(Mr. Serkin *recently gave a concert to help raise more funds.—Ed.)*



The Scrap Depot

Viva Whitney

HUNDREDS OF PROJECTS are possible with scrap materials but they are not popular with club leaders and teachers because it is almost impossible to get the things you want when you want them. Therefore, a scrap closet or depot, well-organized, will be of use to every group in the community—from the football squad to the violin makers—when they become aware of its existence. In one day—a day chosen at random from our lists—these have been the calls upon our own supply:

Violin maker—a few square inches of vellum which could not be obtained commercially in town; *football player*—leather from an old wallet for a repair job; *housewife*—twelve inches of reed for a repair job; *Girl Scout Troop*—yarn for hair, for puppets; *high school class* (putting on a dance)—wall paper with Japanese motif for lanterns; *tray stencilling class*—old pieces of velvet; *school teacher*—round and square blocks for block printing; *woman's club*—enough cards with butterflies for place cards.

Not one of those materials cost us a cent to acquire. It did take time and effort, of course, to organize and store and distribute them, but it was worth it!

Three things are necessary to make an extensive scrap program successful: a place for storage; a definite system of processing and storage; and a public awareness of the items desired.

Place

This must be more or less conditioned by what is available—ideally, an attic room with shelves, bins and chests, its size dependent upon the demands of the groups using the material. It must be *dry*.

System of Processing and Storing

The person, or persons, in charge of collecting materials needs to have knowledge of their uses as well as resourcefulness and ingenuity. There are several good publications on scrapcraft on the market today. *Children's Activities, School Arts,* recreation publications, the DeLemos crafts publications and others are sources of ideas. One general rule for storing material is safe for any group of any size with any sort of storage: *Store everything in transparent containers* whenever possible—glass jars, plastic boxes, onion bags, cellophane refrigerator bags.

There literally are hundreds of objects which may be used. Following are suggestions for processing and storing some of the more common ones and a list of their uses:

Spools—These will be sent in mixed with cards and candles. Large onion bags hung on nails are most convenient containers. Sort roughly into three sizes. Used for: curtain pulls, spool animals, Christmas tree ornaments, place card holders, spool dolls, doll house furniture.

If you still doubt the value of such a collection, decide to make spool dolls with a class of twenty-five kindergarten children and then go out and try to collect two hundred fifty spools—or ask each youngster to bring in ten spools. It is not that mothers are not willing to cooperate in sending things; they just don't have ten empty spools when you happen to ask for them.

Candles—These, too, seem to come in small lots—usually with spools for some unknown reason. Large gallon mayonnaise jars in which to drop these, sorted by colors, are best. Several times a year, the candles may be melted into large cakes to save space and for added neatness. A

Author has been school teacher, club custodian, arts and crafts director, Rutland, Vermont, recreation director. She is now affiliated with the Rutland Girl Scout Council.

bushel of stubs takes little room after melting. Save the old wicks. Used for: floating candles, blocks for carving, waxing lacing threads, transferring pictures.

Yarns and Threads—Glass jars are most useful for holding these. Used for: weaving belts, Christmas ornaments, yarn flowers, yarn dolls, stuffed animal and doll construction, scrapbooks, pictures, sachets, embroidery, puppets—one could not begin to list all the uses for this material.

Cloth Remnants—A chest of drawers is ideal for their storage. Sort as follows: textile painting; doll clothes; velvets; large silk pieces for display cloths; scraps of cotton; larger pieces of cotton; scraps of silk; scraps of wool; large ones of wool. Used for: textile painting, puppets, doll clothes, greeting cards, place cards, toys, dolls, pictures, costumes, displays, posters.

Can Rubbers—An onion bag is best for holding these. Used for: can rubber pictures, hot dish mats, sink mats, several games and puzzles.

Felts—Hats and small scraps may be kept separately. Small scraps can be sorted in large-topped glass jars. They all need moth protection. Used for: bookmarks, wallets, toy construction, coasters, book and box covers, belts, small wallets, lapel ornaments, buttons, costume jewelry.

Beads and Buttons—Stored by size, color and kind in glass jars or plastic boxes. Indian beads on bags and dresses, woolen beads, glass beads, shell beads——all are good material. Used for: Indian bead rings and loom work, costume jewelry, puppet construction, puzzles, doll accessories, kindergarten projects.

Glass Jars—These are bulky and take up much space. Shelves are the best answer. Keep together the ones suitable for special projects—large tops and ones with tight covers; others for mixing and throwing away; and then the pretty shapes and sizes for vases, and so forth. Used for: storing things, bases and decorated containers, home decorations, mixing paints and other mixtures.

Tin and Wooden Boxes; Picture Frames; Lamp Shades—Used for: decorating boxes, toy construction, framing pictures, display frames and the wire frames of shades for new ones.

Nature Materials—Store cones in onion bags and birch bark in large flat boxes or drawers; hang dried flowers or grass in the darkest corners; wrap birch log pieces in wax paper and lay flat.

Leathers—Store flat in large drawers or chests. Cut pocketbooks into pieces before storing to take less room. Used for: bookmarks, wallets, toy construction, coasters, book and box covers, belts, small wallets, lapel ornaments, buttons, costume jewelry.

Nuts and Shells; Stones and Pebbles; Twigs and Moss—Hold nuts and shells in glass jars; stones and pebbles in tin cans; twigs and moss in glass jars. Used for: uses for these materials are too numerous to enumerate and very obvious. Decorations, toys, holiday projects are a few of them.

Crepe Paper—Keep flat in a large drawer or in very large carton. Used for: crepe paper raffia, decorations, badges, puppets, crepe clay, weaving, kindergarten projects and many other things.

Greeting Cards—These demand the most processing of any other product to be useful. Nothing can be more of a nuisance if not properly handled. A very large quantity are necessary before enough of one kind are available for group projects. A metal card file is ideal. Shoe boxes also will serve the storage purpose.

In a card file with eight drawers, label them thus: pictures to frame; cut outs; sachet material; special purpose; just Christmas; small views and figures for framing; miscellaneous; fancy papers and ribbons.

Before being filed, all cards are cut across the top and along the folded edge so that they are in four pieces. Each drawer has its own alphabetical file cards in the front. For instance, the pictures to frame have the following card, changing from time to time as additions and withdrawals are made.

Pictures to Frame

A. Animals	M. Miscellaneous
B. Birds, birch trees, butterflies	N.
C. Children, covered bridges	O.
D. Dogs	P.
E.	Q.
F. Flowers and fruit	R. Religion
G.	S. Ships and seas
H. Horses	T.
I.	U. Unusual
J.	V.
K. Kittens	W. Winter scenes
L.	X. Y. Z.

Used for: framing, calendars, toys, place cards, scrapbooks, illustrative material, decals, games, stunts, decorations.

Cardboard—Build special racks if possible so that the cardboard may lie flat. Tubes may be stored in shipping bags. Used for: toys, posters, picture framing, patterns.

Wallpaper—Books are large and unwieldy; therefore use special shelves if possible. Keep decorator roll samples in large bags or cartons upright. This, too, is more useful if sorted with pages suitable for special purposes. We sort according to the following classes: backgrounds; weaving mats; book covers; nursery designs; special, such as Japanese, early American; fruit; animal; stencil patterns.

Used for: all kinds of paper projects, weaving, backgrounds, puppet show backgrounds, decorations for parties, covering boxes and books, lampshades, placemats, favors, making boxes and baskets, illustrative material for design classes.

Ways of Obtaining This Material

- A good write-up in the newspapers. One of our local headlines read, "Crafts Center Wants Gifts of Everything from Spools to Candle Ends."
- Talks before women's clubs—especially ones where the membership is composed largely of older women.
- Posters in the store windows, with a display of small objects, saying "These were constructed from . . . "—naming scraps used.
- Merchants and businessmen. Salesmen have a wealth of greeting cards, plastic bottles and jars.
- Children's clubs themselves.
- Dressmakers can save many spools over a short time. Women who do their own canning have plenty of can rubbers. Shirt cardboards come in quantities from fami-

lies where there are several men whose laundry is sent out. These cardboards are the most all-around useful cardboard material there is.

• A decorator wall paper shop will have larger samples than the regular stores. Sanitas coverings and oilcloth sample books also are obtainable. Upholstery samples make grand doll house rugs and drapes, fabric pictures and matchbox covers.

It takes *time* not only to get people into the habit of saving things for you, but also to get them into the habit of using the things once they are saved.

Tools for Crafts Programs

The essential tools and materials needed for crafts work are determined by the projects, number involved, age of group, abilities of leaders, facilities at place of meeting. For classes or club groups of from fifteen to twenty members meeting in a place with large work tables and little else, the following suggestions might be helpful:

Paper Cutter—available for about twelve dollars, makes possible many paper crafts, cuts preparation time for the leader and affects the quality of the finished project—often enabling one to obtain an accuracy not possible with shears.

Twelve pairs of scissors
6 blunt and 6 sharp $1.20
One large pair of shears 2.00
One small pair of pointed scissors 2.50
One ice pick or awl ..... .10
One paper punch ..... .30
One leather punch, adjustable 2.00
One pinking shears 2.50
One pliers ..... .39
One tin snips 2.50

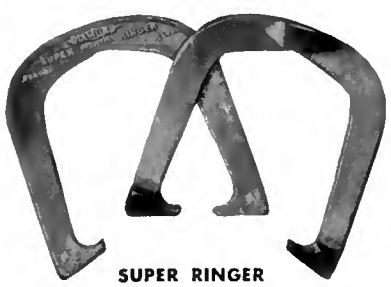
Rulers and pencils usually can be collected by the children from home.

Supplies for General Use: roll of fine wire; Scotch tape; large roll of masking tape; three boxes of crayolas; six colors of dry tempera paints; small paper cups for mixing; six glass slabs: small paper plates for working on wax paper, tracing paper, carbon paper; six small brushes; six one-inch and three one-and-one-half-inch brushes; a dozen glue brushes; small bottles of turpentine; alcohol and white shellac (pint size); adhesives. A word of caution here: many projects are spoiled by the use of the wrong adhesive. To avoid this, use such adhesives as rubber cement (pint size); Duco cement (tube); library paste (one-half pint size); bottles of mucilage and glue; two pounds of dry flour paste; two ounces of gum arabic. Also add to your list of supplies a roll of cotton batting; newspapers and cloths for cleaning.

For the Fall and Winter Program

DIAMOND

Pitching Horseshoes



SUPER RINGER

The Diomond line of Pitching Horseshoes and accessories is the most complete mode. But production is limited, so get your order in now. Stocked by leoding jobbers everywhere.

DIAMOND CALK HORSESHOE CO.
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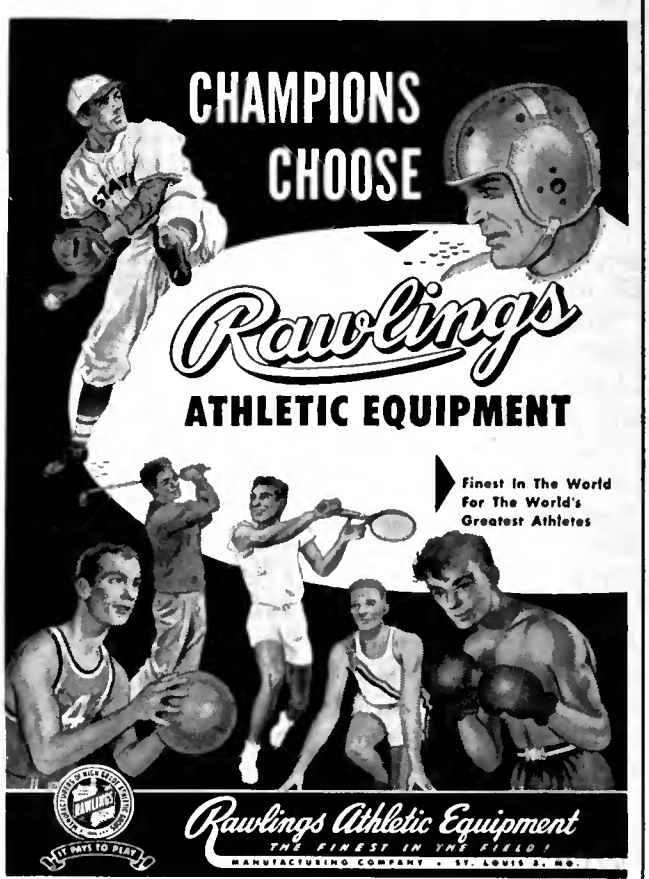

ARENA THEATER

An Accounting of the Arena Idea at Tufts College, 1951

LOST:

- A small proscenium stage, lacking depth, wing space and loft, but well equipped with lights and sound.
- Production vying with women's classes in physical education.
- Versatility, through the illusion of space, of the proscenium stage.
- Contribution of scenery to quality of productions.
- A working model, for our designers and scene crews, of the standard stage.
- Forty seats from original seating capacity.
- Scattered facilities: costumes in one building, carpenter shop in another, storage in a third, rehearsal in a fourth, classes in a fifth, plays in a sixth and, for an office, a public table in the corner of the bookstore.
- The bright dream of a fine building that looked like a theater.
- Those, now graduated, who had the initial idea of a playhouse-laboratory.
- Narrower interpretation of P.P.P.: pen for playwriting, paint for production and pretzels for the sociability that goes with group effort.
- Despair that went with heart-breaking conditions.

GAINED:

- One of the best intimate arenas in existence, with good off-stage facilities.
- Exclusive use of the entire building.
- The illusion of reality through the unlimited power of suggestion of the arena.
- Availability of the stage for classes, studio productions and rehearsal of more plays with increased number of performances.
- The time and energy saved from planning, building, mounting and striking sets.
- Double our original playing area—as large as, or larger than, any standard stage.
- Centralized, if compact facilities, with every square foot of space doing double duty; shop and storage only parts separated from the theater.
- An effective instrument for the teaching of drama and the theater.
- New students who now can have greater assurance of realizing their own ideas.
- More accurate understanding of the society's function, which is to promote theater by the production of plays with strong public participation.
- Courage from the provision of adequate facilities, within the scope of the arena form.

BALANCE: A theater with an idea, an approach to its realization and a following.

Reprinted from Tufts College Theater *Prologue*, Medford, Massachusetts.

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LIGHTED SCHOOLHOUSE

"Sock Hops"

When Buffalo's popular young mayor, Joseph Mruk, promised the citizens of his city that recreation facilities would be developed and broadened to the fullest extent, he meant what he said. Such facilities would now be available to young and old alike.

In sizing up the situation, the most pressing need for additional program was found to be among the teen-agers. Therefore, as soon as permission could be obtained from Buffalo's Board of Education, the public school buildings —heretofore unused for teen-age programs during the evening hours—were opened to a full scale recreation program. Commissioner of Parks James F. Hanlon and his staff worked out the broad outlines of the program. An adequate number of attendants had to be obtained to supervise shower and dressing rooms as well as to prevent vandalism in the buildings used. Also, trained personnel had to be selected for leadership. Commissioner Hanlon insisted that every one of these persons not only encourage fair play and good sportsmanship, but also know and understand the recreational needs of today's youth.

Sixteen of Buffalo's newest and most modern public school buildings were selected to service all sections of the city, and the lighted schoolhouse program was ready to begin. The details of program planning and supervision were guided by the able hand of the city's energetic director of recreation, Randolph Mineo.

After making a thorough survey of similar programs in other cities, the needs in Buffalo and the funds available, it was decided that the program ought to be three-fold, consisting of social dancing, arts and crafts and free play in the gymnasiums. It was further decided that these activities would be available to boys and girls between the ages of thirteen to twenty-one inclusive, two evenings weekly, from seven-thirty until nine-thirty p. m.

Thus, all activities are operated on a coeducational basis except for those in the gymnasium, where Tuesdays are set aside for the boys and Thursdays for the girls. In fact, the use of two gyms in each school makes possible an even further breakdown of the physical education aspect of the program into age groups—the older boys or girls in one gym and the younger ones in the other.

The task of supervising the sixteen schools in the lighted schoolhouse program is given to four supervisors, each of whom is assigned four schools. On Tuesday and Thursday evenings, the supervisors visit each one of the lighted schools to make a running survey of the effectiveness of the program as well as to supervise and aid the instructors in their work. They also ascertain whether all needed personnel are present.

Dancing* takes place in the gymnasiums of four different schools every fourth Thursday and, in the course of the entire program, there is a broadcast from each school over one of the major Buffalo radio stations. The regular Thursday night women instructors assist with the dances. The children who attend are required to remove their shoes so as not to injure gymnasium floors and, hence, the appropriate name, "Sock Hop!" Four in-

* In explanation—there is dancing every Thursday night in four different schools with our PA units. These four teams rotate every Thursday night, thereby reaching the sixteen schools within the month. In other words, there is dancing in the same school once a month.

Ismar P. Tick

Dancing takes place in gymnasiums of four different schools every fourth Thursday. Public school buildings open to full-scale recreation program in evenings.

structors, equipped with four public address systems, turntables and phonograph records, provide the music.

At the beginning of the lighted schoolhouse program, a dance schedule was drawn up and distributed to all personnel so that the youngsters in each of the participating schools would know well in advance just when to expect a sock hop. Additional publicity is sent out each week to all local newspapers, disc jockeys, social agencies.

The groundwork for the sock hops was set during the recreation division's summer program. During July and August, more than forty street dances were held on streets adjacent to city playgrounds and about five hundred musical selections were collected—all on light-weight, long-playing, non-breakable records, with about eight numbers to the record. Of the standard-popular type, they include such perennial favorites as "Star Dust," "Tea for Two," and so on. In addition, a library of current hits is maintained. Each instructor carries with him an almost complete library of recorded music and is able to comply with most of the youngsters' requests.

When the dance instructor arrives at the particular school at which there is to be a hop, he first sets up the public address system. This takes about fifteen minutes. Every sock hop opens with the playing of the "Star Spangled Banner." From then on it is almost completely an "all-request" program, with the instructor simply filling in the gaps between requests. The dance closes with the playing of some such tune as "Goodnight Sweetheart" or "Now Is the Hour."

Buffalo, like most cities, has rather clearly-defined neighborhoods in which large numbers of persons of the same national origin reside. The dance instructors therefore attempt, from time to time, to play some music native to those countries. The response, generally, to this type of music is rather poor—with one exception, and that is the "Rheinlander." This type of dance seems to be overwhelmingly popular in Buffalo regardless of the national origins of the dancers. Repeated requests also are made for the Charleston and for jitter-bug music, interspersed with occasional requests for square dance tunes. However, square dancing has proved to be rather unsuccessful at sock hops unless it is highly organized. When one of our instructors introduces it, it is very well received. But the mere playing of square dance records, even those with calls, is not sufficient to encourage the proper type of participation.

While large numbers of children have been attending the sock hops, participation in the actual dancing was rather slow at first. This was particularly true among the boys. It was not unusual to find girls dancing with each other and boys sitting around near the sides of the hall. The instructors discovered that the bright lighting in the gymnasium had a lot to do with this. It then became the policy to dim the lights, with all but one or two overhead ones turned off. Publicity releases referred to the dances as "Starlight Sock Hops"; the romantic element was introduced; and participation increased ten-fold!

In the school chosen for the weekly broadcast of the Lighted Schoolhouse Sock Hop, the dance is conducted in much the same manner as at any other hop, with a few exceptions. A little more color is added to the affair by the presence of one of the more prominent disc jockeys of this area. Celebrities who happen to be in the city also are invited to attend and to say a few words. The disc jockey acts as master of ceremonies and interviews some of the youngsters who are present. Those attending have the added pleasure of hearing as well as participating because the dance is tape-recorded for broadcast at a later hour on the same evening.

Statistics show a decline of juvenile delinquency in Buffalo in the past year. We, of the division of recreation, like to feel that, through our efforts, we have contributed in some way to this decrease. Continued program planning for the leisure hours of America's youth will insure healthier and happier homes and communities.

Author ISMAR TICK *is with the Division of Recreation in Buffalo, New York.*

The park-school is a site and building development designed to accommodate the programs of education and recreation.

Malcolm Kirkpatrick

The Park-School as a Functional Facility

THE PARK-SCHOOL as a functional facility suggests a community development for education and recreation collaboratively planned to house those for whom these services are intended. If we accept that these programs are complementary, then we may say that the park-school accommodates the program of training for useful, responsible citizenship. In so doing, it does not become a combination shoehorn and bottle opener, serving neither purpose adequately. It admirably serves the complementary needs of education and recreation because many of the facilities required by each easily are used interchangeably.

No Coordination Means Waste

Traditionally, our school, park and playground sites have been purchased, developed and operated separately—and with little or no coordination. Rather than an expansion of service, this procedure has been an extravagant duplication, because, in the daily and yearly schedule, one has come into use after the other has fallen idle.

The argument here is not that most park lands are superfluous and that recreation should be narrowed to those community activities which can be centered about the schoolhouse. It is simply that, of the complex of activities served by a well-rounded park system, some are perfectly well-accommodated on school sites.

We seem to be able to accept schools and schoolyards locked all summer together with parks, often on contiguous land, whose swimming pools, field houses and locker rooms lie idle nearly nine months of the year. It is difficult to understand the complacency that allows the beleaguered taxpayer to ignore this two-pronged assault on his customarily well-guarded purse.

The future offers opportunities to do better in our new programs and to overcome some past errors in areas destined for slum clearance and redevelopment. But the tax dollar must be used more sensibly or we will be forced to curtail the community services which have been an important part of our way of conducting civic affairs.

A review of the problem can be useful only to the extent that it stimulates thought—thought in the minds of those who must face similar problems in our expanding communities. But each local problem is individual and should be so treated.

Basic Considerations

When, in the community planning process, does a park-school project begin to be "a functional facility"? At the very outset, of course. Plans to expand education and recreation facilities must be in proportion to community resources and in accordance with trends in population and land use.

A park-school, finding itself, after ten years, without an audience, because it was placed in an area logically destined for industrial expansion, was never a functional facility regardless of excellence in construction. Site selection for a particular project seems to be the point beyond which we cannot delay careful study if anything functional is to come of the effort.

Site selection is something more than seizing the cheapest piece of vacant land available within the area of need. Probably one of the principal reasons that the land is cheap is that it is going to cost a whole lot more to develop than is apparent to an unwary buyer. The community's technical advisers must be used sensibly in the site-selection phase. They cannot be brought in later and be expected to overcome the errors of indifferent analysis of land values.

When suitably-placed land is located, offering the possibility of improvement costs normal to the community, the extent of the acquisition must be considered. The first step toward defining the required area is a program for development.

The scope of the program will vary from the smaller coverage of the elementary school and neighborhood park to the wider reach—perhaps community wide—of the high school and major recreation center. This scope, of course, will suggest the elements of development, the size of the park-school building and the nature of its adjuncts on the site—from paddle tennis courts to parking areas.

Whatever the appropriate program, it next should be translated into terms of acres of land to be purchased. To do this requires a preliminary plan of site development. This plan need be no more definitive than a diagram of land-use, but it must be based upon the conformation of the land.

If some of the area is cocked to a thirty-degree angle to the horizontal, an attempt to use every square foot of it may incur earthwork and retaining wall costs in excess of the cost of acquiring additional acreage. The requirements of surface gradient on a baseball diamond are about as inflexible as those on an auditorium floor. Consequently, some elbow-room will enable the designer to dispose of the elements of the development to the best advantage—with a minimum disturbance to the site and a minimum number of cubic yards of excavation for the tax dollars to buy.

* * * *

No so-called public "improvement" should, in actuality, be a blight upon a neighborhood. Let the site be comfortably large enough to contain its activities, to retain fine trees and interesting terrain features and to permit a margin of attractiveness. These amenities will be translated into enhanced and stable neighborhood values and into dollars on the tax roll.

Choice of a site with the knowledge that work can progress with a minimum of compromise, disappointment and unexpected expense makes the detailed design of the project a stimulating business. What comes next should have all the variety of our towns, our people and our countryside.

Danger of Stock Planning

The stock plan and stock thinking have been a curse upon the school building and playground, having smothered individual expression in the solutions to our highly-individual problems. While there should be no stock plan and, although the elements making up the park-school development will vary in size, kind and number, there are some comments that generally are applicable.

The park-school building should be considered first and foremost not as a thing apart, but as one of the several elements designed to function collectively. It has no more importance in a site study than other elements—a bank of tennis courts, a play area or a parking area. The point here is that land areas are not elements fitted into what is left over from a predetermined building area.

Park-School Building Serves Education and Recreation

The park-school building, as a design unit, is not simply the old schoolhouse in a new and stylish setting. It is a multipurpose building serving education and recreation needs. The details of its equipment vary with the intended scope of service but, generally, it contains administrative headquarters for recreation activities, toilets and, perhaps, lockers and showers, independently accessible from the regular park site.

The building may have special adult social and crafts rooms or these may be adaptable classrooms; in either case, mechanical equipment is so arranged that the rooms may be heated separately for after-school use. The larger units may provide an auditorium and gymnasium.

If these attract people from a widespread area, off-street parking must be considered. The building must then be so placed in relation to the street system and the parking area that vehicular and pedestrian traffic does not intersect within the site.

Of the other elements of site development, the ones needing most attention are the formal play areas as distinguished from the more casual play fields. The asphalt jungles that have come to mean "playground" to us are a disgrace to our native ingenuity. Acceptance of an irreducible minimum in Manhattan is no excuse for providing similar bare necessities of paving, pipe and chain-link fence in new, uncrowded residential neighborhoods.

* * * *

Such areas should be equipped to serve those from under six to over sixty and be attractive to the family group. Multiple-use and game courts and shaded sitting areas for mothers and infants suggest possibilities for adding more appeal.

The principal thing needed to make an attractive play area is adequate space so that necessary paved areas may be interspersed with shrub plantings and shade trees. Nothing mentioned here precludes the exclusive use of this facility for school purposes at the appropriate time of day. In fact, the value of this part of the school program probably would be appreciably enhanced.

The larger playfield, with broad expanses of grass, can be a very pleasant adjunct, giving a spacious setting to the park-school building. It provides ample room for the school intramural sports program and for casual neighborhood participation in softball, other field games or the holding of community events.

One of the few conflicts to be reasonably expected between education and recreation programs may develop from interschool athletic competition. The possibility of conflicting interests is a matter of local community temperament. In some communities, there is a spirited following of high school teams. Our schools have recognized the exclusive nature of highly-organized team competition and have developed the intramural program in an effort to broaden participation.

Somewhat the same consideration should, in all fairness, be given the neighborhood wishes. In general, the extensive playing fields and large spectator attendance are foreign to the best interests of the neighborhood park-school. Such activities may better be confined to the highest public school level or accommodated in specially-designed sports parks.

This, briefly then, is the park-school, a functional facility for community education and recreation so designed that the programs of each are expanded and improved through the complementary facilities of the other. It may not literally be two for the price of one but, with one coordinated site and building plan, it is a long step toward efficient expenditure of tax funds.

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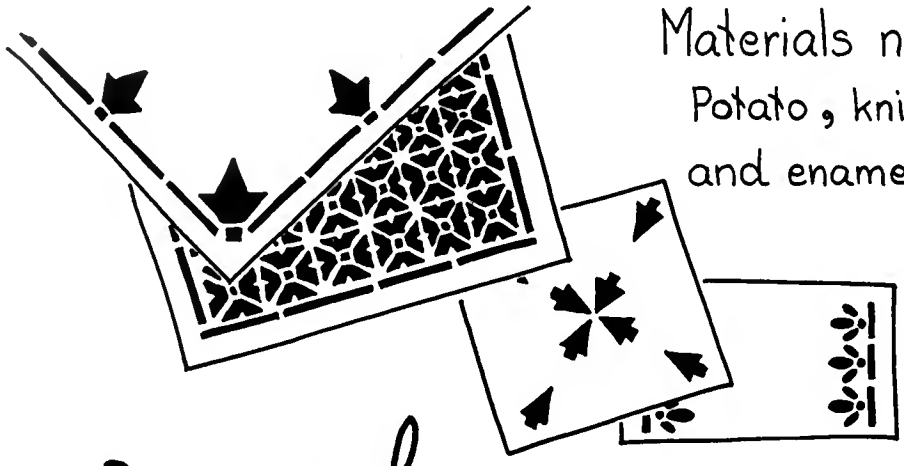
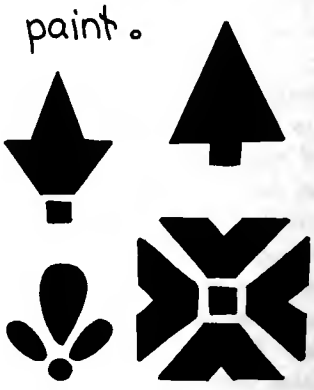
How To Do It! by Frank A. Staples

Print initials and designs on handkerchiefs-towels-curtains.



Materials needed.
Potato, knife, brush, and enamel paint.



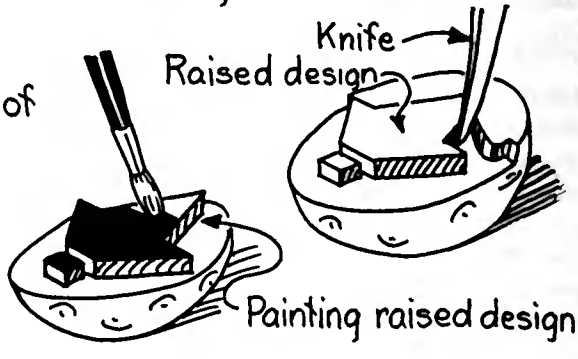
DIRECTIONS!

1. Cut potato in half.

2. Draw design on flat cut surface.

3. Cut away to depth of about ¼ inch flat surface of potato that is not part of the design. This leaves design raised.

4. With brush paint raised surface of design. Use enamel paint or artist oil paint on cloth. For paper printing water color can be used.



5. Place cloth on padding of newspaper. Then press painted potato design on cloth. Use even pressure to insure good printing.
6. Lift potato from cloth. Repaint potato design for each printing.

Note: For best results wash and press cloth before printing.

Frank J. Anneberg

Singing with Motion

THE MIDDLE-AGED MAN in the third row was singing!

We'd seen him before at other community gatherings and knew him as one of those "nothing-you-can-do-will-

Gesture singing helps programs, involves acting out words or ideas of a song. Audience loses self-consciousness, has fun.

interest-me" types. His folded arms and set expression had challenged our efforts from the beginning.

But tonight he was singing. It was another triumph for gesture singing, or singing with motion.

It is not an original idea. This type of vocal hilarity has been a favorite at conventions, camps and banquets for years; but, in the past two years, we have realized its wider possibilities here in Manhattan, Kansas.

Almost any type of meeting—that of church, grange, PTA, 4-H club or a golden age group—is fair game for group singing with motion. Instead of participation by just a few who fancy that they have vocal talent, as too often is the case in conventional community sings, we have managed almost one hundred per cent participation through songs with motion.

The song that turned the trick for our middle-aged man was "Three Blind Mice." Our version goes something like this:

Three (three fingers are extended on each hand and both arms raised in sweeping gestures) blind (hands clapped over eyes) mice (singer pulls up pant legs, stands on tiptoes and stares down in horror at an imaginary mouse).

With everyone else waving their arms and jumping up and down, the middle-aged man couldn't help but smile and move his arms at least a little bit. The ice broken so easily, he soon was joining the singing.

That's the secret. We believe that many community sings fall flat because people are concerned with their own shyness, think that they have poor voices or are afraid that they don't remember the words.

But it is hard to wave your arms, make faces, watch the faces the other fellow is making and still worry about yourself. With inhibitions forgotten, it's just plain natural to join the singing. And, when everyone sings, one voice off key is hard to notice, even for its owner.

Gesture songs only are a part of our singing with motion, which includes coordinated movement songs (everyone swaying back and forth), rhythm songs (with clapping or tapping of spoons or feet), and such rounds and stunt songs as "Old MacDonald Had a Farm."

Mix them up, starting off with gestures for an old favorite, and then, when the group seems relaxed, throw in a harmony favorite without gestures and see if you're not surprised at the quantity and quality of response.

We have found it possible to make an evening's program of singing with motion where, before, about twenty minutes was our limit.

The better the qualities of the song leader, as a leader or singer, the more success he will achieve. However, it seems that a song leader in charge of a program of singing with motion need not be as experienced as a person who is required to lead straight singing.

I personally have found it rather easy to get one hundred per cent cooperation from a crowd in this type of program. Everyone, from pre-school-aged children to the golden-agers, participates. It is accepted that many people cannot sing the words to a song either because they do

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Between gesture songs, Author FRANK J. ANNEBERG *serves as the superintendent of recreation in Manhattan, Kansas.*

not know them, cannot see to read them, have not sung a note for forty years or for some other real or imagined reason. But there is something in the psychology of movement that brings out a greater percentage of cooperation.

We almost always use assistants from the audience. It takes away the psychological target from the outsider-leader, gives the group a feeling of cooperating with one of their own and certainly adds variety. Assistants can direct separate sections of a round and spot those not cooperating in stunt or gesture songs.

Incidentally, our use of gesture singing was good for a nice bit of publicity. Jim Rippey, a reporter for the Manhattan *Mercury-Chronicle*, spotted some of our pictures of gesture singing. A two-column story under a three-column picture was the result and Mr. Rippey later assisted in the preparation of this article.

In conclusion, I first want to give you a list of songs we use and then to invite you all to send in to the National Recreation Association the songs you have found useful. Perhaps a pamphlet or other piece of printed material might be published—one that we may all use to increase our repertoire. The ones you send in need not be original. The ones I use have been picked up at conventions, out of books, obtained from song leaders in churches, 4-H clubs, service clubs and publications. They include the following.

Rounds:
Row, Row, Row Your Boat
Are You Sleeping?
Lil Tom Tinker

Stunt Songs:
Grand Old Duke of York
The More We Get Together
Alouette
Old MacDonald
Working on the Railroad
You Must Pass This Shoe

Songs with Gestures:
My Bonnie Lies Over the Ocean
Down by the Old Mill Stream
Six Little Ducks
Three Blind Mice
Coming 'Round the Mountain
Let Me Call You Sweetheart

Rhythm Songs:
John Brown's Body
The More We Get Together
Jingle Bells

One finds it difficult to differentiate between the categories and so we refer to them all as "singing with motion." At times, a round may have gestures and a stunt song may be sung standing, sitting and with or without motions.

May I suggest that when you send in your songs, you also include the gestures or how you use them, so that instructions may be included in the publication. By hearing from all parts of the country, we will have the opportunity of becoming acquainted with new songs. (See NRA's MP-325—Action Songs—35 cents—ED.)

Personalities in the Recreation News...

FLOYD A. ROWE

Floyd A. Rowe, one of the outstanding and best beloved leaders in the national recreation movement, retired on September first.

Mr. Rowe achieved national recognition in three related fields: recreation, physical education and health education. He was graduated in 1908 from the University of Michigan and took graduate work at both the University of Michigan and Western Reserve University.

He served four years as director of intramural athletics, University of Michigan; one year as field representative for Community Service, Incorporated; four years as director of physical education for the Michigan State Department of Education.

In 1923 he was appointed director of physical welfare of the Board of Education of Cleveland, Ohio, with responsibility for the recreation, physical education and health education services of the Cleveland public schools.

From September 1946 to the time of his retirement, Floyd Rowe served as coordinator of recreation for the Joint Recreation Board of the city of Cleveland and the Cleveland Board of Education, to develop effective coordination of the city and school recreation programs.

Recreation leaders present at the Midcentury National Recreation Congress, held in Cleveland, October 2-6, 1950, will remember the friendly efficiency with which he handled the arrangements of the congress as chairman of the local arrangements committee.

Mr. Rowe is a member of the National Advisory Committee on Defense-Related Services and of the Committee on Competitive Sports and Activities for Boys Under Twelve of the National Recreation Association.

Floyd is making his home with his son, Dr. Peter Rowe, in Reno, Nevada, and plans to do a little fishing and hunting and possibly some part-time teaching.

His many friends in recreation wish Floyd a full measure of enjoyment in his well-earned leisure, and hope that the recreation movement can continue to count on his statesmanlike thinking in the years to come, as it has in the past.

A Metropolitan Recreation Council

Describing the purposes and activities of an agency created to foster cooperative planning in a metropolitan region.

THE METROPOLITAN RECREATION and Youth Services Council of Los Angeles County, California, was organized to answer some of the baffling problems of planning which confront the major recreation agencies, public and private, in that area. Increasingly, during the recent period of rapid growth of the community, questions have arisen, such as: How much money should be appropriated by the county? By the city? By the board of education? By the Community Chest? Who should build swimming pools? How large should a community clubhouse be? How much staff is needed on playgrounds? How do we avoid overlapping? A comprehensive study in 1945, *The Sorenson Survey*, pointed out the need for a strong planning group to be of assistance in answering these.

The Metropolitan Recreation and Youth Services Council fulfills this function, providing a representative and responsible channel for the cooperation of public and private agencies and representatives of the community-at-large in the planning and development of sound and adequate recreation and youth services for Los Angeles County.

It is fact-finding and advisory in its functions, respecting the integrity and right to independent action by the constituent and cooperating organizations. The council expects the acceptance of its recommendations as justified by their essential soundness, propriety and practicability. Its force in the community is moral and suasive, rather than legal and mandatory.

It works very closely with the organizations which created it—namely, the Board of Supervisors of Los Angeles County and its Department of Parks and Recreation, the mayor and City Council of Los Angeles, the Los Angeles City Board of Education, the Los Angeles City Recreation and Park Commission, the Welfare Federation of Los Angeles Area, the Welfare Council of Metropolitan Los Angeles, and the various public bodies and private agencies affected by its findings and its recommendations. It also feels responsibility to the public-at-large and to business and civic leaders.

Organization

The council is composed of thirty outstanding lay citizens: ten elected or appointed public officials having board or similar responsibility in the field of public recreation or youth services; ten board members or presidents of voluntary youth services and recreation organizations; and ten citizens-at-large, chosen because of their civic activity and interest in recreation and youth services. It further makes wide use of advice from, and consultation with, experts, technicians and staff members of cooperating recreation and youth services agencies, both informally and as members of the Technical Advisory Committee.

The council was organized in 1948. Funds were obtained in 1949—equally from the county of Los Angeles, the city of Los Angeles, the city board of education and the Welfare Federation of Los Angeles Area. Contracts were consummated with both the city recreation and park commission and the city board of education, outlining a comprehensive charter of work to be done. Work began on October 16, 1949; incorporation was effected in February, 1950; staff obtained within the next three months.

Work

This, for the first year, has followed three major headings: the gathering of basic information; planning and coordination; and consultation on problems confronting specific agencies.

Gathering of Basic Information

Location and Distribution of Services and Facilities—Basic to planning was the assembling of data on the amount and kind of recreation and youth services now available in Los Angeles County. Questions to be answered were: "What do we have?" "How is it being used?" "How many attend?" "What does it cost?" "How much staff is required?" Factual answers to these questions were assembled, categorized, analyzed, reported.

In order to make the material usable for separate localities, the county was divided into 101 study areas, each contributing pertinent facts. By the end of 1950, information was practically complete on the relative contribution of the public agencies in each area by finance, facilities, leadership and attendance. The same information regarding private agencies now is being gathered.

Kind, Location, Cost of Physical Facilities—Because no up-to-date inventory of facilities was available, the major agencies collaborated with the council in obtaining such an inventory. Questionnaires were distributed to all known public and private recreation agencies in the county. Work on this study of the outdoor facilities of the Los Angeles County Department of Parks and Recreation now is complete and awaiting distribution to the interested public agencies. As the study progresses, similar data will be available to analyze the various areas of the county, so that gaps and duplications may be uncovered and remedied.

Planning and Coordination

Swimming Pools—Each of the agencies has been faced with the question of the location and distribution of additional swimming pools. "Are they needed?" "What kind and in what areas?" "Who should take responsibility for building them?" To answer

Adapted from the first annual report of the Metropolitan Recreation and Youth Services Council of Los Angeles County.

these questions, an intensive study was made of swimming pool operation within the county. A group of thirty administrators and experts in swimming pool operation spent months of collaboration in analyzing the problem and the study should be of material assistance to the responsible agencies.

Among some of the facts uncovered are: Less than half of the children of Los Angeles know how to swim well enough to meet minimum standards of safety.

There were many drownings in beachhead landings during the recent war because of the lack of swimming ability.

Where schools have swimming pools, nearly three-quarters of the children know how to swim. At the other extreme, there are schools without available pools where only twenty-two per cent of the children can swim.

People in Southern California do not swim outdoors when the weather is less than summer heat.

Is There Duplication?—To answer the question: "Are public and private agencies in an area serving the same people, thus duplicating each other, or are they distributing their services throughout the whole population?" the council studied the participation of everyone in recreation programs, public and private, in the Watts area during one week. The study revealed that there was little overlapping. Only seven per cent of the participants attended more than one recreation center. However this did not indicate a duplication, but merely the journeying of children from one agency to another to obtain a different type of service or activity.

Problem-Solving

Location of a New Boys' Club—Should a new boys' club be built in an area of high delinquency which already has certain recreation facilities? If so, where shall it be located? These questions were presented to the council by one prospective new agency. To answer them necessitated a thorough study of the district and of the services already offered, and collaboration between leaders of agencies and of the community.

Use of Schools—One study now in progress has to do with the problems surrounding the use of public schools under the Civic Center Act and the Community Recreation Act. The schools are potentially the greatest recreation facility in the community, but questions of legality, interpretation, administration, finance and budgeting face the schools and community constantly. The Los Angeles City Board of Education has asked the council to assist with these problems.

Other Studies

Other studies, some of which are now in progress, include inquiry into the recreation aspects of eleven proposed public housing developments; study of the system of fees and charges for public recreation facilities; study of the feasibility of joint planning between boards of education and recreation departments for the construction of swimming pools; and an analysis of participation on approximately thirty-five different public playgrounds.

The Emergency

Today, far-sighted organizations are concerned with the effect of military and industrial mobilization upon their plans and purposes. Recreation and youth services must be re-evaluated with reference to the current state of emergency.

The need for basic community recreation services does not disappear at such a time. World War II demonstrated that high morale among civilian and military forces was as important as the actual existence of machines and weapons. Records of production workers revealed that proper recreation reduced absenteeism, improved production quotas and aided morale. Management recognized recreation as a potent mechanism for increasing war production.

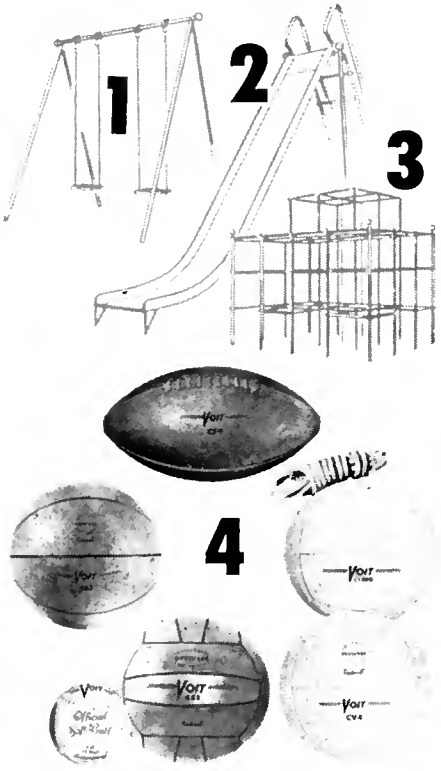
The emergency emphasizes the necessity of scrutinizing the essentialness of additional services and facilities. The council is now in the process of consulting with agencies on proposed additional recreation structures and their relative importance at this time.

Conclusion

The well-being of the people of Los Angeles requires the development of a sound recreation program suited to the needs of the community, fitted to the citizen's pocketbook and properly coordinated to avoid duplication and to distribute services equitably. The *Sorenson Survey* states: "To achieve continuous responsible and inclusive planning and joint action, the planning must be done by the board officers responsible for policies, by the technicians drawing plans and by the executives in charge of operations. These three groups need to plan continuously."

The Metropolitan Recreation and Youth Services Council is well on the road to achieving this goal.

traditional
on
American
Playgrounds



1swings 2slides 3monkey climbs

plus
4 VOIT
America's Finest
Athletic Equipment

Agnes Page Hulsey

I Set My Housework to Music

I'M A FORMER EAVESDROPPER who decided to go straight. Off and on for eight hours each day, I used to bend an eager ear toward the radio to catch dreary domestic doings and undoings —otherwise known as "soap operas"; and I'd probably still be the unseen visitor in these unfortunate homes had it not been for a casual question from my six-year-old son. Johnny one day looked up at me appraisingly during a station break and asked: "Mama, how many husbands have *you* had already?" Obviously, something drastic had to be done immediately. Breathing a fervent farewell to the forlorn, I reached for the dial . . .

However, when I made the switch from misery to music, I must admit that I was dubious. True, I had always been a music lover but, usually, reserving music for after-dinner relaxation. I had associated it with repose and the easy chair rather than with activity and the polishing cloth. I had yet to learn that there are discs for washing dishes, platters for mixing batters and waxings for everything!

The next morning saw the new plan in full sway—or perhaps I should say full swing. I swept the floors to the majestic strains of "Beautiful Blue Danube" and washed windows to "Top Tunes of Today." I ironed while Mary Martin sighed vocally "I'm in Love with a Wonderful Guy," washed clothes to some of Sigmund Romberg's songs and cleaned pictures while receiving vocal and moral support from Gladys Swarthout on record. Walking to the grocery store that afternoon, I caught myself humming a tune I had heard earlier in the day. What ailed me? After all that I'd done, I should have been dead tired!

The next day was an improvement over the day before, so the plan has been in constant use ever since.

Quite frankly and unabashedly now, I set my housework to music because I enjoy it. It is alternatingly soothing, relaxing, inspiring, encouraging, thought-provoking, funny or melancholy—but invariably rich and entertaining.

On the more practical side, I listen to music because it actually helps me to do my housework. Just as a dancer follows the rhythm of the music, so I find my working motions following the tempo of a song. Gay, sprightly, fast-moving songs hurry me along my way when the time is short and the task is long. Jobs such as mopping floors or cleaning woodwork I do in less time and with less effort, thanks to the energetic encouragement of rousing football tunes or fast-stepping military music. The same up-and-at-'em songs which send the star player rocketing across the field for a touchdown also send me into the game to tackle the job of rearranging the living-room furniture or painting the shower floor. And I sometimes wonder how many miles of woodwork and floor space John Philip Sousa's military music has lured me into covering! Even though I have been armed with nothing more deadly than a mop and scouring cloth, it's certainly to his credit that he has kept me on the march.

I couldn't have felt more helpless if I'd lost my most prized household appliance than I did the day Fred Waring left his daily eleven a.m. spot on radio station WSB. Probably Mr. Waring emphatically would deny that he ever helped me clean house, but I can say in all honesty that my apartment hasn't quite looked the same since he left.

Not the least important advantage of my musical adventure—that of becoming more tolerant of music that I thought I'd never learn to like—came about very gradually. Occasionally I have had to mend and darn to folk music when I would have preferred semi-classical, but I have come to learn that good folk music can be very appealing and satisfying.

Like everything else under the sun, however, my plan lacks absolute perfection. There are times when I must mop to Mozart's music when I'd rather have Irving Berlin or dust to bebop when I'd like "Claire de Lune." But these moments of lesser enjoyment give me a deeper appreciation of the fine music which keeps me company the greater portion of my time.

Friends ask a good question: "Don't you ever get tired of it?" I have a good answer. "No, never." The supply of available good music is as endless as the skies. Besides, good music, like friends, grows dearer and more treasured over a period of time.

Of course, I realize that there are some women who need no mental boosters. They eye the bulging clothes-hamper, the pajama-strewn bedroom and the staggering stack of dirty dishes with eager anticipation; then dive into the sea of housework with all the enthusiasm and grace of Esther Williams diving into a swimming pool. But, then, there are women who don't. For these, who must do housework anyway, I heartily recommend music as an anodyne. It does for housework what novocain does for a tooth: it deadens the pain while the work is going on.

MRS. HULSEY *keeps quite busy with her son, his school and all the housework.*

W. C. Sutherland

PROFESSIONAL RECREATION TRAINING —*Whose Responsibility?*

IN THE SEPTEMBER issue of RECREATION, we reported on the number and location of colleges and universities offering major curriculums in recreation. Also, the report indicated that quite a large number of men and women are graduating each year with recreation degrees. The purpose of this article is to identify some of the forces back of this training movement and to report on some of the developments influencing the professional preparation for recreation leadership.

The National Recreation Association started, over forty years ago, to develop materials and services in support of recreation courses in colleges and universities. In 1907, the first National Recreation Congress discussions on training resulted in the appointment of a study committee. After an investigation of the work being done throughout the country, and in order to meet the demands for leaders, three courses in play were organized—one in play for professional directors.

"The Normal Course in Play" was published in 1909, and Dr. Clark W. Hetherington, chairman of the association's first training committee, visited normal schools and colleges to advise with faculty members about these courses. Years later, Eugene T. Lies, of the association's staff, gave similar service.

A number of years ago, in answer to increasing requests, a suggested four-year undergraduate curriculum was prepared by the NRA. This has had a wide circulation among colleges and universities.

In addition, several national conferences on college training have been held throughout the years, beginning with the one at Minnesota University in 1937 and followed by those at North Carolina and New York Universities in 1939 and 1941 respectively. The more recent ones, and the most comprehensive, were those held in 1948 on undergraduate training and in 1950 on graduate preparation.

The results of the last two national conferences are still developing through their reports and a Continuing Committee. This committee, as part of its function, is developing evaluation criteria which may be used for accreditation purposes.

The Training Committee of the American Recreation Society also maintains an active interest in such subjects as accreditation and the certification of recreation leaders. The society and the National Recreation Association have participated in the national training conferences and have cooperated in many other ways in matters related to the over-all training problem.

The College Recreation Association, organized at the National Recreation Congress in 1948, is another group which is becoming increasingly active. Important among its several objectives is the improvement of professional preparation for recreation leadership. Garrett G. Eppley, of Indiana University, the first president of this new organization, has been succeeded by Gerald B. Fitzgerald, of Minnesota University.

During the week of the 1950 National Recreation Congress, the College Recreation Association held its second annual meeting and heard reports from committees on graduate curriculum, campus recreation, field service and research. By the time this article appears, the third annual meeting will have been held at the Boston Recreation Congress.

It should be clear by now, even to the casual reader, that the opportunities for professional education for recreation have been increasing rapidly. Also, there have been, and are now, important forces back of, and guiding, this new professional training development.

There is need, however, for still further attention to the over-all professional training situation, particularly as it relates to the profession itself. The recreation profession must let the college faculties know what it considers as sound, liberal and general education. In addition, it must organize and present its conceptions and ideas as to what constitutes an acceptable semi-professional and professional undergraduate and graduate recreation educational program. Education for professional responsibility in recreation, if a higher standard of service is to be assured, must start in the undergraduate curriculum, be extended

MR. SUTHERLAND *is in charge of Recreation Personnel Service of the NRA.*

through professional graduate training, and be continued after graduation through organized professional and service organizations.

In the absence of a broad representative coordinating body and a central authority for the supervision of professional education for recreation, the colleges voluntarily should undertake the practice of self-evaluation, with the help of the profession. As might be expected of our present college recreation instructors, they are moving in this direction. At the present time, some of them are working hard on criteria for this purpose. This is tangible evidence of their sense of responsibility for the recreation movement. But we need more evidence that the profession itself feels an equal responsibility for the kind of training the future leaders of the recreation movement are to receive. The recreation executives especially should be concerned with, and ready to help in, the improvement of professional training. Also, they should become increasingly active in recruiting and directing the proper type of students to our college recreation training centers.

Indiana--

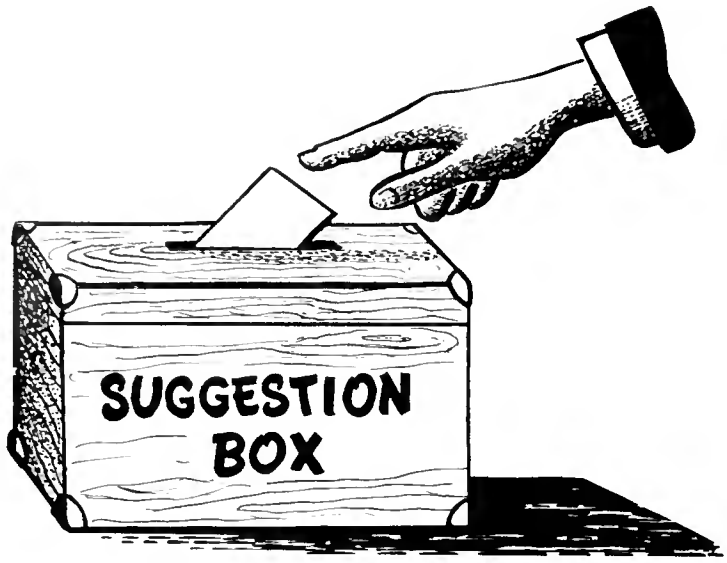
STATE OF RECREATION DEGREES

EXECUTIVES IN THE MAJORITY of Indiana cities either have, or are working on, advanced degrees in recreation, reports Garrett Epply, chairman of the Department of Recreation at Indiana University in Bloomington.

Executives in Gary, Wabash County and Evansville have completed courses for a doctorate in recreation, while executives in Allen County and Bloomington have taken some courses beyond their M.S.

In Hammond, South Bend, and Lafayette, executives have completed their master degrees in physical education. Those in La Porte, Fort Wayne, Elkhart and Crawfordsville have completed bachelor degrees and have taken some courses toward an M.S., with a major in recreation.

In addition to the executives, several staff members also have completed, or are working on, master degrees. Although academic standards alone, and in themselves, do not assure successful leadership, nevertheless employers are giving more consideration to formal and professional education. Following World War II, some veterans with only high school education trained in recreation departments under the G. I. Education Bill. But, recently, one of the men who had trained in a southern city and another who had received his on-the-job training in the North returned to college. They found that they were not able to advance in the recreation profession and compete successfully against college graduates for the various positions offered in the field.—W. C. S.



Parcels from Oldsters

The Golden Age Club of Reno, Nevada, has adopted a platoon of marines fighting in Korea to whom it sends parcels of books, magazines and candy.

As oldsters receive great satisfaction from performing services for others, this is an excellent idea which could easily be adopted by other such groups. Writes Henry T. Swan, Supervisor of Recreation, "We picked our platoon at random, with a little help from the local marine recruiter. We will be happy to supply full details to any interested group."

The following is excerpted from a letter which they received from a marine first lieutenant: "Your letter has added a personal touch that is unmatched by the efforts of other clubs who attempt to do something for the troops. I wish you could have seen the smiles as our squad leaders asked, 'Is it just for our platoon?'

"Because of our frequent moves, we cannot carry regular sized books. However, the troops are starved for short novels, pocket books, comic books and so on. We would greatly appreciate such publications as *Time, Life, Look, Quick, Reader's Digest, Coronet, Esquire, True, Argosy* and sports magazines. Don't worry about dates . . .

"The fruit cake sounds excellent! I believe the cakes could stand the long hard voyage and remain fresh and unbroken. Candy is also at a premium here and nuts are unheard of."

Children's Book Week

Last year a grade school class in Roseville, Michigan, was invited by the local librarian to prepare a display for Book Week. The children appointed a committee among themselves and set to work on a display which attracted attention and admiration all week.

Some of the girls loaned their dolls . . . there was a colored doll to represent "Uncle Tom's Cabin" . . . a group of Indian dolls and silver jewelry to draw attention to the Indian books in the library, an "Alice in Wonderland" doll and a Japanese doll that really came from Japan.

The boys in the class brought their airplanes and sailboats, and one of the boys made the sign which told of the handcraft books to be found on the library shelves. There were posters and pencil drawings . . . and an original poem advising the public of the benefits to be derived from reading good books.

A noticeable increase in the circulation of children's books was observed by the librarians, and other classes were invited to plan future displays.

Recreation Baskets

The Jefferson County Playground and Recreation Board, Armory Building, Louisville, Kentucky, sponsors a nice service project. High school youngsters prepare "sunshine recreation baskets" for the hospital. These baskets contain seven packages—one to be opened each day of the week—and every package contains a new game to play. After a patient is through with them, he returns them for use by others, just as though returning lending-library books.

Magazine at Work

One way of putting RECREATION magazine to work was illustrated at a southern district recreation conference last spring. Two section meetings were held on the subject of Recreation Administration, and lists of questions to be discussed at each were drawn up by the leader and distributed. Accompanying each question on the lists, he referred to some article on the subject which had appeared in RECREATION during the last four months.

Multiple Use of Facilities

One method of obtaining multiple use of facilities is evident in Marquette, Michigan. The floor of the Palestra arena is composed of four hundred eighty-seven sections, each three by twelve feet. These are removed late in the fall so an artificial indoor ice rink can be built. An ice plant was installed the previous winter, and the public will be enjoying indoor skating for the first time this season, beginning October 31.—Reprinted from *Park Maintenance* magazine.

Teen Center Ideas

• In one corner of the main room there is a small library and a college corner containing catalogs of a large number of colleges and universities, as well as pennants from various schools. This has proved to be a popular place. —*Ottumwa, Iowa.*

• One bulletin board displays cartoons that the group has posted for others to enjoy. Another board is used as a signature board. Anyone may write his name on it. Later, when anyone has spare time, he takes the woodburning tools and goes over the signatures, thereby making them permanent. —*Vancouver, Washington.*

A Ham Radio Club

At Christmas, the Ham Radio Club at Tennessee Eastman (with forty-six members) planned a party for orphans in a nearby orphanage. The amateur operators told their plans to other amateur operators all over the country, and invited them to send presents. Result? Over a truck load of gifts for the children and a very merry Christmas!

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Prentice-Hall
COLLEGE TEXTS

Published in July--

Physical Education Handbook

by DON CASH SEATON, *Head, Department of Physical Education and Varsity Track Coach, University of Kentucky;* IRENE A. CLAYTON, *Director of Physical Education, Bryn Mawr College;* HOWARD C. LEIBEE, *Supervisor of Physical Education, University of Michigan;* and LLOYD MESSERSMITH, *Chairman, Department of Health and Physical Education, Southern Methodist University.*

Here is the FIRST text designed for student use in required (service) Physical Education programs. Written for the beginner, PHYSICAL EDUCATION HANDBOOK integrates material on 26 different sports and activities ordinarily included in a modern college program of physical education. The all-inclusive "how-to" treatment of sports enables students to use this text throughout their physical education program.

281 pages - drawings - diagrams - photos - 8″x10½″

To be published in September--

Handbook of Active Games

by DARWIN A. HINDMAN, *Professor of Physical Education, University of Missouri.*

For the first time, a complete, *intelligibly classified* collection of all recognized games together with their descriptions is presented in this new text. The Handbook does away with the confusion caused by conflicting names, rules, and lack of acceptable definition for many games. It offers invaluable help in allowing the physical education director to find new games with which to round out his program and to teach the rules of new and old games more quickly. A total of 823 games—every recognized major and minor athletic or gymnastic game that involves big muscle or whole-body activity—are covered in this book.

Approx. 424 pages — 5½″x8½″ — Diagrams

Send for your copies today!

PRENTICE-HALL, INC.

70 Fifth Avenue **New York 11, N. Y.**

GAMES *for Your Collection*

SHORT COURT HANDBALL

—John A. Friedrich

• Numerous games and activities have been devised for use in limited areas. "Short Court Handball" is just such a game, for it requires only a six-foot-square floor space along with a four-foot-by-six-foot wall area. It can easily be adapted to almost any room or a similar space. Another advantageous feature is the fact that it requires no expensive equipment. A small rubber ball (or tennis ball) is all that is needed, unless players wish to modify the game by using ping-pong paddles and a ping-pong ball.

The game, although not overly strenuous, provides excellent exercise. It is stimulating and fascinating and does not require superior skill.

Description

"Short Court Handball" is merely a modified form of single wall handball. To play the game, two opponents alternate in hitting the ball, using either of their hands. The object is to hit the ball within the court area so that your opponent cannot return it on the first bounce or on a fly.

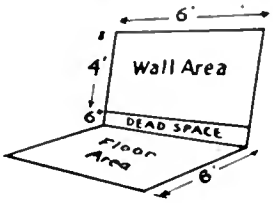
Rules

The Game

1. A game shall consist of fifteen points.
2. The ball may be struck with either hand on the first bounce or on the fly.
3. To be legal, the ball must hit within court area on the floor and wall. (On the line is good.)
4. Players may stand anywhere during play, alternating sides as is necessary.
5. A "let"* (or hinder) is called if the ball hits either player's body, other than his hands, during play.
6. A "let" (or hinder) is called if either player unintentionally interferes with his opponent. (Intentional interference is an out.)

The Court

1. The court may be outlined with chalk, paint or tape. Its wall and floor surface should be flat.
2. Court dimensions are as follows:



(This court may be modified if desired.)

The Playing Process

1. Service:
   (a) Choice of service is determined by flipping a coin.
   (b) Service may be made from any place behind the rear boundary. The server's opponent may not cross rear boundary until ball is touched by server.
   (c) Only the server may score.
   (d) In serving, the ball should be bounced once and then struck.
   (e) Service must hit above the six-inch line within wall area and return to court area.
2. Outs—Loss of Service or Point: Server scores a point if:
   (a) Opponent fails to return ball on fly or first bounce against the wall.
   (b) Opponent fails to return ball so that it bounces from wall into court area.
   (c) Opponent fails to hit ball above the six-inch line on the wall.
   (d) Opponent deliberately obstructs play.

If the server commits any of the above faults, he loses his serve.

As previously stated, the object of the game is to maneuver your opponent out of position so that you may score a point. This may best be done by playing the corners from side to side, up and back diagonally. Low fast shots are most effective; however, high shots can be equally valuable.

The game of "Short Court Handball" can be a boon to the recreation, as well as to the physical education, program. Its economy of space and equipment, as well as its appeal as an exciting activity, makes it practical and enjoyable for all age groups.

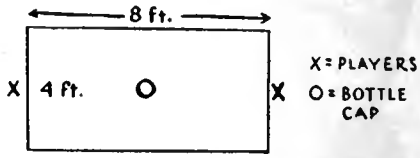
POP THE TOP—John Smith

Equipment: One bottle top and tennis ball or rubber ball.

Playing Space: Two cement pavement squares, four feet by four feet, or playing space eight feet by four feet.

Description

Two players constitute a team. The object of the game is to hit the bottle top with the ball. One point is scored by the player who "pops" the top, and the game is won when one player



scores a total of six points. Participants take alternate turns.

For example, the two players are "A" and "B". "A" begins the game, standing outside of his square, and aims at the bottle top with the ball. If he succeeds in popping the top, he scores one point. Whether or not "A" scores, "B" receives the ball. If "B" pops the top immediately after "A" scores a point, "B" does not receive a point but wipes out the point which "A" just succeeded in scoring.

A point only is scored when "A" or "B" pop the top and the succeeding player fails to do so.

If the top moves from the center when popped by a player, it is returned to position after each player has had one throw.

* "Let" (or hinder) requires that the point be played over.

JOHN A. FRIEDRICH *is with athletic department of Michigan State College.*

JOHN SMITH *is with the Philadelphia Department of Public Welfare, Penna.*

Haunted House

Props: Chairs placed all around the room in sets of two. There is one less set of chairs than there are couples.

Partners dance until the music stops and then run to a set of chairs. The girl must sit to the right of a boy—and he cannot be the one with whom she was just dancing. The new partners dance until the music stops again. Each time, a set of chairs and a couple are eliminated, until only one set and two couples remain who must compete against each other for the final play.

Poison Bag (Particularly good for a large group)

Props: Bean bag or pumpkin head.

Halloween, the witch, has lost her magic bag filled with the ingredients for a witch's brew. It is poison to mortals. It has been found at last and here it is! When the leader's eyes are closed, one is safe, but if one is seen with the bag in hand, one is "poisoned" and out of the game.

All players form a large circle. They pass the bag from hand to hand while the leader's eyes are closed. When the whistle blows, the leader opens his eyes and the player found holding the bean bag is out of the game. The last two remaining players throw the bag to each other and the winner is the one who doesn't have the bag at the final whistle.

For additional suggestions, see page 267 of this issue and the listing of National Recreation Association Halloween publications in the September issue of RECREATION.

Planning Your Halloween

Be sure to send to the National Recreation Association for "The Community Celebrates Halloween," MP-278, price 15 cents. This contains detailed suggestions for the organization of neighborhood and community-wide celebrations, which will help cut down on vandalism and mischief-making in your town; and it tells what other recreation departments have been doing. Introduce something new this year!

(Fold Back)

Recipes for Fun

Witch's Brew

WHAT'S COOKING in your community for Halloween this year? If you already have a good recipe for fun, how about sharing it with the rest of us? However, if you're still in search of a few tidbits to add spice to your Halloween party, you're welcome to sample the following.

First, in any recipe, it is necessary to start with a few basic ingredients.

Planning the Party*

1. Plan the party at least three weeks in advance.
2. Organize committees to assist with the plans, preparations, decorations, refreshments and activities. Give committee members definite assignments to be performed, either before or during the party.
3. Have committee members familiarize themselves with the entire program. Select leaders for all activities.
4. Have as many prizes as the program and finances permit. People of all ages love to be rewarded.

Conducting the Party

In conducting a large party, divide the participants into groups by giving each guest a paper insignia appropriate to Halloween. Pumpkins and black cats will serve this purpose, and each should carry a piece of light-colored paper pasted upon its front so that the wearer's name may be visible. Divide the pumpkins and cats as evenly as possible, so that the tags may serve as a simple way of dividing the group for team games.

About the Leader

The types of games and arrangement of material are important, but the prime factor is the leader. He should enjoy the activities as much as the participants, radiating pleasure and enthusiasm. These elements are contagious, and party-goers will return the spirit set for them.

Now add to your recipe a heaping spoon of ingenuity, in the making of decorations. For example, a witch's head would blend in well as a table centerpiece.

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* *Suggested by a bulletin of the Los Angeles, California, Department of Recreation and Parks.*

*The Witch's Head**

Material

Newspaper	String
Black crepe paper	Tempera paint
Library paste	Gummed paper

Two sheets of black construction paper

The Centerpiece

STEP I—Place a tight wad of newspaper of the size you wish the witch's head to be (perhaps as big as a basketball) in the center of two thicknesses of newspaper. Draw the newspaper up around the wad and tie it firmly with string. This forms the neck. Now trim off the corners of the gathered-up newspaper and spread it out flat against the string so that the ball won't roll.

STEP II—Out of newspaper, wad a long pointed nose. Fasten this to the big ball halfway down with gummed paper. Make a pointed chin in the same way and fasten it to the ball with the gummed paper. The eyes can be added balls or just painted on.

Form the lips by folding two five-inch strips of the gummed paper down the center, sticking them on in a ridge to form a droopy mouth. Let the mouth be open and in it paste several large protruding teeth made from folded pieces of white paper.

STEP III—Over the face section of the big ball, paste small pieces of torn newspaper (two inches by one and one-half inches), liberally covered with paste. Be sure that all parts of the face are covered in this way—eyes, nose, chin and so forth. When the paste dries, the head will be hard. Let it get thoroughly dry before you paint it.

STEP IV—When the head is dry, paint the face with tempera paints. We painted ours a blue-green, with big-staring white balls for eyes.

STEP V—Cut a strip of black crepe paper about fifteen inches wide and two yards long. Gather it up in your hands about five inches from the edge. This will form a double ruffle. Tie it around the neck so that the smaller ruffle extends up around the face and the larger ruffle flattens out on the table, covering the newspaper section upon which the head rests. Stretch the edges of the ruffles to make them full.

STEP VI—For the hair, cut half-inch strips of black crepe paper and stretch them so that they look like raffia. Wrap these strips around the back of a chair to form a skein two feet long. Use about ten strips, or enough to cover the back and sides of the head. Tie the skein at one end with string. Cut the other end free.

* Reprinted courtesy of *Junior Arts and Activities* and the author, Helen Wolfe.

(Fold Along This Line)

Put plenty of paste on the top, sides and back of the head. Place the skein on the head, letting the tied end form a part. Let the strips fall on either side. Press lightly against the paste so that most of them remain loose, like shaggy hair.

STEP VII—Your witch's head is now complete, except for her pointed hat. This can be made as follows: Cut an eleven-inch circle from black construction paper. This is the brim. For the pointed crown, cut a quarter of a circle whose radius is eleven inches. Use one straight edge as a pasting flap and curve the other straight edge to form a cone. Place the cone in the center of the brim circle, and draw around the base of the cone with pencil. Slash this inner circle every inch from the center to the pencil line. Turn these slashes up for pasting flaps. Paste the cone into position on the brim of the hat.

HALLOWEEN GAMES

Next comes a flavoring of active and passive games which add the important substance of participation to your Halloween treat. The few selected here can be enjoyed by various groups simultaneously.

Witches and Goblins

Props: Witch's hats, brooms, chairs. Participants: Witches are the girls; goblins are the boys.

This is a relay race with partners. As many teams should be formed as there are participants. A witch's hat and broom are placed across a folded chair on the floor, for each team. At the whistle, the first couple of each runs down to their props. The witch puts on the hat and picks up the broom. The goblin unfolds his chair and sits down upon it. As soon as the goblin is down, the witch gallops around the chair, riding on her broom. The two players then discard their props, returning them to their original position, and run back to the next couple in their team. The performance is repeated by each couple.

Pumpkin, Stop!

Props: Several cardboard pumpkins.

Partners dance, or march. When the music stops, the partners try to stand on a pumpkin. Those not standing on one are eliminated from the contest. (Only one couple may stand on a pumpkin.) Each time the music is stopped, a pumpkin is taken away until one pumpkin and two couples remain in the dance. When the music stops again, the couple who stands on the lone pumpkin first is hailed as the winner.

Recreation News

Four Children Sentenced

James A. Smith, magistrate and juvenile referee for Madison, New Jersey, on August 5, "sentenced" four children from six to nine years old to a month in summer camp.

The boys were accused of vandalism. On July 29 they had broken into Madison High School and in a four-hour riotous period wrecked $3,000 worth of school property and equipment.

Declaring that the boys, victims of broken homes, were in obvious need of "organized outlets for their normal energies and exuberances," Mr. Smith scored both parents and the community for laxity.

Turning to representatives of the town's public school system, he chided them for failure to make school more accessible to small children during the summer months.

To members of the Borough Council who attended the hearing, Mr. Smith called attention to what he termed the "inadequacies of play facilities in the borough."

A magistrate here for ten years, Mr. Smith said that juvenile problems had become one of his major concerns. Recalling that the four small boys before him had explained to police that they "just had a lot of fun" in their escapade, Mr. Smith said that it was up to the community and the parents to provide opportunities for children to do just that in a normal and legal manner.

Mrs. George Barron

Mrs. George Barron, a long-time friend and supporter of the national recreation movement, died at her home in Rye, New York, recently. Mrs. Barron had served as a sponsor of the National Recreation Association since 1924, and was elected an Honorary Member in 1930. In addition to being a very generous contributor for thirty years, Mrs. Barron was an active worker in securing contributions for the work of the association. The whole recreation movement in America has been enriched by the outstanding service which Mrs. Barron performed for that organization.

Industrial Recreation Meeting

Recently an unusual opportunity was afforded members of the New York Industrial Recreation Directors' Association by the Mutual Life Insurance Company when it agreed to have its personnel director, Mr. George Wilgus, discuss "Management's Viewpoint on Recreational Programs" in a cracker barrel meeting in Scarsdale, New York.

In answer to questions regarding his opinion of management's viewpoint generally, he made the following points:

1. Recreation programs help to build a feeling of personal importance in employees instead of the feeling that they are just considered tools to get a job done.
2. They tend to do more toward bringing people closer together than any other type of program.
3. In many instances, owing to amount of time spent in traveling from the office to home, these programs take the place of those which others can enjoy in the community.
4. Programs of this type help prepare people for the time when they retire and no longer have the interest of their work to occupy them.
5. They help to cross departmental lines making for pleasanter working conditions and greater cooperation.
6. They contribute to making working conditions more of the nature of a community.

Mr. Wilgus was adamant in stating that a recreation program in industry is not a tool used by management to sway employees from joining any unions. He stated that, in his opinion, the presence of or lack of a recreation program in industry would not be a factor in employees' considerations for or against the forming of a union.

As to what management expects of a recreation program, he felt that recreation in industry is a part of the general employee relations program, which is primarily concerned with the general welfare of employees.

Regarding the recreation program of the Mutual Life Insurance Company specifically:

It is run by an association comprised entirely of employees to which any employee may belong and the officers of which are elected from the employee body. The association is administered entirely independent of management.

A budget, derived from money provided by the company and revenue from vending machines, is given the association to underwrite most of the expenses of activities. Employees pay small monthly dues.

The association was started in 1921 growing out of an athletic association which had been in existence since 1907.

Activities are proposed by the association through employee's suggestions.

With the average age of employees increasing, fewer athletic activities are in progress.

Officers of the association are permitted reasonable time off the job in connection with their activities.

The association and its activities are explained to employees during the entrance interview, the induction program and in the company's handbook.

Management feels that the results of the program more than repay the amount of money and time spent.

In Mr. Wilgus' opinion, the success of a recreation program depends upon aiming it toward the greatest number of people without spreading it too thin. The program must be stimulated by those responsible for personnel work and its success depends upon the degree to which management participates.

Recreation MARKET NEWS

Traffic Line Spreader

An improved sled-type spreader for its Controlled-Flo-Traffic-Line Paint Striper, making it possible to lay down lines in fractional widths from two to eight inches, is announced by the Universal Marine and Manufacturing Corporation, 137 Alexander Street, Yonkers 2, New York.

The machine, particularly adapted to the lining of auditoriums, corridors, classrooms, recreation areas, gymnasiums and traffic lanes, simplifies the problem of maintenance men. Gravity-fed and requiring no power unit, it has no hose to blow out, no jets to clean, no pressure tank about which to worry, no brush or felt band to maintain or replace and no gas engine or compressor to complicate its operation.

The markers are equally effective in lining outdoor areas and indoor installations, as well as hard-surfaced parking lots. The sled-type paint spreader accommodates striping or zone paint of standard manufacture.

Beyond the Blue Horizon

For those who are planning a redecoration project after the annual fall housecleaning, the Geo. E. Watson Company, 417 South Wabash Avenue, Chicago, 5, Illinois, has produced a scenic wall paper mural called "The Roundup." It brings within the four walls of a play or recreation room the wide open spaces of the West, dotted with cactus and sagebrush, distant mountains in the background, where wild horses are corralled and cattle are roped and branded before your eyes. All this through the medium of seven thirty-inch panels (one set)—which cover a wall space of sixteen feet and sell for $36.50 postpaid. The panels have been designed so that two different scenes may be created, if your wall areas are small, or the first and last panels may be added to either end to extend the action completely around a room. Single panels cost $6.50 each.

The figures are exceptionally well-drawn, hand printed in two tones of brown, and you may have your choice of pastel backgrounds—green, tan, gray, off-white or yellow. The manufacturers suggest that the mural is most effective if hung above a dado at eye level.

The photograph shows only a part of the scenery, animals and men in the roundup.

A Manual on Handgun Use

Designed primarily for the law-enforcement officer, this handy little booklet published by Colt's Manufacturing Company, Hartford, Connecticut, could be useful for distribution to beginners on the target range. Illustrated, it contains elementary safety rules and the fundamentals of both target and defense shooting, the latter adapted from Federal Bureau of Investigation material.

"Speed 35 Miles"

Teach the youngsters the meaning of traffic safety! A note for the playground corner devoted to small fry who go around on wheels—tricycles, toy autos, wagons or even roller skates. Castle-Craft, 73 B Street, Manchester, New Hampshire, soon will be producing sets of realistic "Kiddie Traffic" signs—parking, speed, route, stop, dead end street—all scaled to tricycle-driver size. The sets may be adapted also to a small back yard or section of sidewalk, and should serve to acquaint junior with the symbols he must obey on the road when he grows up.

Portable Record Player and PA System

Weighing only twenty-two pounds, in a strong, fabricoid-covered plywood carrying case, the Newcomb Model R-16 transcription player will be welcomed by teachers and group leaders.

This is one of the more moderately priced pieces of portable sound equipment manufactured primarily for schools by the Newcomb Audio Products Company, 6824 Lexington Avenue, Hollywood 38, California. Catalogue on request.

In addition to playing all records up to seventeen and one-quarter inches in diameter—33⅓, 45 or 78 rpm—a microphone jack and mixing volume control allow it to serve as a public address system, with the use of a microphone. The ten-inch loudspeaker, safely housed behind a metal kick-proof grill in one section of the case, is movable within a twenty-five foot radius. A five watt straight AC amplifier assures adequate volume and tone range for most needs. Dance instructors will be happy to learn that, owing to a patented feature of construction, neither the vibration from dancing feet nor sudden jars and bumps will cause the needle to skip.

Model CR-11 hand or desk microphone for use with this and other Newcomb transcription players is equipped with an on-off switch and is said to be practically immune to the effects of high temperatures and humidity.

Practical Switchbox Bracket

To hold a switchbox in wall surfaces where screws are impractical, the Hilco Engineering Company, Genoa City, Wisconsin, sells—for 15c—a pair of aluminum brackets. With no tools, the two-inch angle piece of a bracket is fitted over the angle edge of the wall opening—held in place by a prong imbedded into the cut edge. With both brackets in place, the box is inserted and a triangular lip of each bracket bent flat against its inner surface. These brackets may be re-used.

Magazines

AMERICAN CITY, June 1951
The Summer Theatre—Civic and Economic Asset.

AMERICAN CITY, July 1951
Is Local Government Getting a Square Deal?
Omaha's Tennis Center, R. B. McClintock.

BEACH AND POOL, April 1951
Aquatic Contests Build Attendance, Harry Weiler.
Dixon Memorial Pool, Edward Vaile.
Factors Affecting Clarification of Pool Water, Jack G. Sieg.

BEACH AND POOL, May 1951
Suggestions for Swimming Teachers, Evelyn K. Dillon.
$500,000 Community Project and Swimming Pool, Charles M. Graves.
Underwater Lighting for Swimming Pools.
Tips to Pool Owners on Pre-Season Care, R. Earll Dudley.
Spray Slabs or Wading Pools, George D. Butler.

CAMPING MAGAZINE, May 1951
Let the Camper Choose, Barbara Elden Joy.
Camps Face Defense Problems, Gerald P. Burns.
Practical Steps for Polio Prevention, Elizabeth B. Spear.
Make Your Craft Program An All Camp Program, Eleanor B. Tinsley.
Along the Nature Trail, William Hillcourt.
Our Responsibility In Civil Defense, Colonel William H. Warwick.

CAMPING MAGAZINE, June 1951
Camping—An Important Technique in "Resource - Use" Education, Will P. Saunders.
Camp Dramatics, Judy Booth.
Help for Your Camp Store, Howard P. Galloway.
A Successful Program for Older Campers, Robert Glass.

THE CRIPPLED CHILD, June 1951
Used Toys in the Treament of Cerebral Palsied Children, Zita Nathans.
Happiness House, Florence L. Schenck.
Gardening, A Project That's Play for These Children.

EDUCATION DIGEST, May 1951
A Realistic Approach to Education for Recreation, John T. Hutchinson.

NATIONAL PARENT-TEACHER, May 1951
Summertime Is Camping Time, Virginia Musselman.

Pamphlets

AMERICAN PLANNING AND CIVIC ANNUAL, edited by Harlean James. American Planning and Civic Association, Washington, D. C. $3.00; $2.00 to members.

BRAIDED RUGS FOR FUN AND PROFIT, Marguerite Ickis. Homecrafts, New York. $1.00.

EDUCATORS GUIDE TO FREE FILMS, compiled and edited by Mary Foley Horkheimer. Educators Progress Service, Randolph, Wisconsin. $6.00.

FOUR MILLION, THE, Report of the New York State Citizens' Committee of One Hundred for Children and Youth, Albany, New York.

HAND BOOK OF SQUARE DANCES, compiled and arranged by Ed Bossing. H. T. Fitzsimons Company, Chicago. $2.00.

HERE'S HOW TO DO IT, catalogue of films, Physical Fitness Division, Department of National Health and Welfare, Ottawa, Canada.

HOW TO PLAN AND STAGE A SUCCESSFUL TEEN-AGE DANCE PARTY, Ted Raden. Junior Dance League Foundation, Hollywood. $1.50.

PLANNING AND CONSTRUCTION OF LOUISIANA SCHOOL BUILDINGS, prepared by C. E. Holly. State Department of Education of Louisiana.

PUPPETS AND BIBLE PLAYS, Josie Robbins and Marjory Louise Bracher. Muhlenberg Press, Philadelphia. $1.25.

Books Received

ALICE IN WONDERLAND MEETS THE WHITE RABBIT, retold by Jane Werner. Simon and Schuster, New York. $.25.

BOYS' COMPLETE BOOK OF CAMPING, Stanley Pashko. Greenberg, Publisher, New York. $2.50.

EXECUTIVE ROLE IN YMCA ADMINISTRATION, THE, edited by Gren O. Pierrel. Association Press, New York. $5.00.

GOING LIGHT WITH BACKPACK OR BURRO, edited by David R. Brower. The Sierra Club, San Francisco. $2.00.

GOLF TECHNIQUES OF THE BAUER SISTERS, Dave Bauer. Prentice-Hall, Incorporated, New York. $2.95.

GOOD HEALTH FOR YOU AND YOUR FAMILY, edited by E. Patricia Hagman. A. S. Barnes and Company, New York. $3.75.

GRAB A PENCIL, Harold H. Hart. Hart Publishing Company, New York. $1.50.

GRANDPA BUNNY, told by Jane Werner. Simon and Schuster, New York. $.25.

GROUP PROCESS IN PHYSICAL EDUCATION, edited by Hilda Clute Kozman. Harper and Brothers, New York. $4.50.

HENRIETTA, THE FAITHFUL HEN, Kathleen Hale. Coward-McCann, Incorporated, New York. $2.00.

HISTORY OF THE YMCA IN NORTH AMERICA, C. Howard Hopkins. Association Press, New York. $5.00.

HOW TO PLAY BIG LEAGUE BASEBALL, edited by Malcolm Child. Harcourt, Brace and Company, New York. $2.00.

IF I WERE IN YOUR GOLF SHOES, Johnny Farrell. Henry Holt & Company, New York. $2.00.

KITTEN'S SURPRISE, THE, Nina. Simon and Schuster, New York. $.25.

LEARNING TO SWIM IN 12 EASY STEPS, Adolph Kiefer, Milton A. Gabrielsen, Bramwell W. Gabrielsen. Prentice-Hall, Incorporated, New York. $3.00.

LITTLE GOLDEN HOLIDAY BOOK, THE, Marion Conger. Simon and Schuster, New York. $.25.

THE LITTLE GOLDEN PAPER DOLLS, Hilda Miloche and Wilma Kane. Simon and Schuster, New York. $.25.

NATIONAL PARKS, THE: WHAT THEY MEAN TO YOU AND ME, Freeman Tilden. Alfred A. Knopf, New York. $5.00.

100 HANDY HINTS ON HOW TO BREAK 100, Mike Weiss. Prentice-Hall, Incorporated, New York. $3.00.

ORLANDO'S HOME LIFE, Kathleen Hale. Coward-McCann, Incorporated, New York. $1.00.

PARTY GAME BOOK, THE, Margaret E. Mulac and Marian S. Holmes. Harper and Brothers, New York. $3.00.

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The Ohio Citizens' Council for Health and Welfare, Columbus, Ohio. $1.00.

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Board of Education of The Methodist Church, Nashville, Tennessee. $.25 each; 20 for $4.50; 50 for $10.00; 100 for $18.00.

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Counseling Adolescents

Shirley A. Hamrin, Ph.D., and Blanche B. Paulson. Science Research Associates, Chicago, Illinois. $3.50.

HERE IS A PRACTICAL how-to-do-it book which will help the teacher or counselor evaluate leading counseling theories and draw on the most workable features of each. To illustrate key points it describes practices that have proved effective in high schools and colleges. Actual interviews are cited plentifully and case summaries given. Dr. Hamrin is professor of education at Northwestern University, and Miss Paulson is coordinator in the Division of Guidance and Counseling in the Chicago public schools.

How to Turn Ideas into Pictures

H. E. Kleinschmidt, M. D. National Publicity Council for Health and Welfare Services, Incorporated, New York. $1.00.

THE NATIONAL PUBLICITY COUNCIL has come out with another of their good how-to-do-it materials. This pamphlet, complete with amusing diagrams, was especially written for workers in social welfare, health, recreation and so on who publish materials of their own, and explains how to illustrate their ideas with pictures and to express them in ways other than with words. Excellent resource material for the planning of annual reports, publicity material, printed programs and posters. Other titles on the council's list are: "Annual Reports—How to Plan and Write Them," "How to Make a Speech and Enjoy It," "Pamphlets that Pull," "Planning Your Exhibit," "The Public Relations Committee," "Radio—How, When and Why to Use It," and "Working with Newspapers."

Creative Hands

Doris Cox and Barbara Warren. John Wiley and Sons, Inc., New York. $6.50. (Revised edition.)

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Photography For Teen-Agers

Lucile Robertson Marshall. Prentice-Hall, Inc., 70 Fifth Avenue, New York. $2.95.

WRITTEN FOR TEEN-AGERS in a simple, interesting style, this book gives complete, detailed information on all phases of photography—the camera and how it works, film, printing and all the rest. It also has good chapters on what makes a good picture, color photography, portrait, flash and indoor photography.

One of the best chapters of the book is called "The Pay-Off." It is full of ideas on how photography can be used not only as a wonderful hobby, but as a money-making hobby as well.

While addressed to teen-agers, leaders of photography clubs or groups could use this book as a manual. It could form the basis of very good programs.

How to Plan and Stage a Successful Teen-Age Dance Party

Ted Raden. Junior Dance League Foundation, Box 2651, Hollywood 28, California. $1.50.

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Recreation

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(To Be Continued in November)

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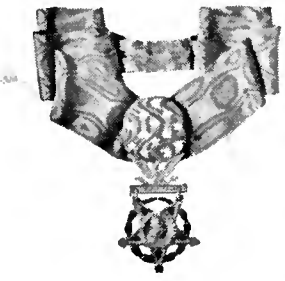

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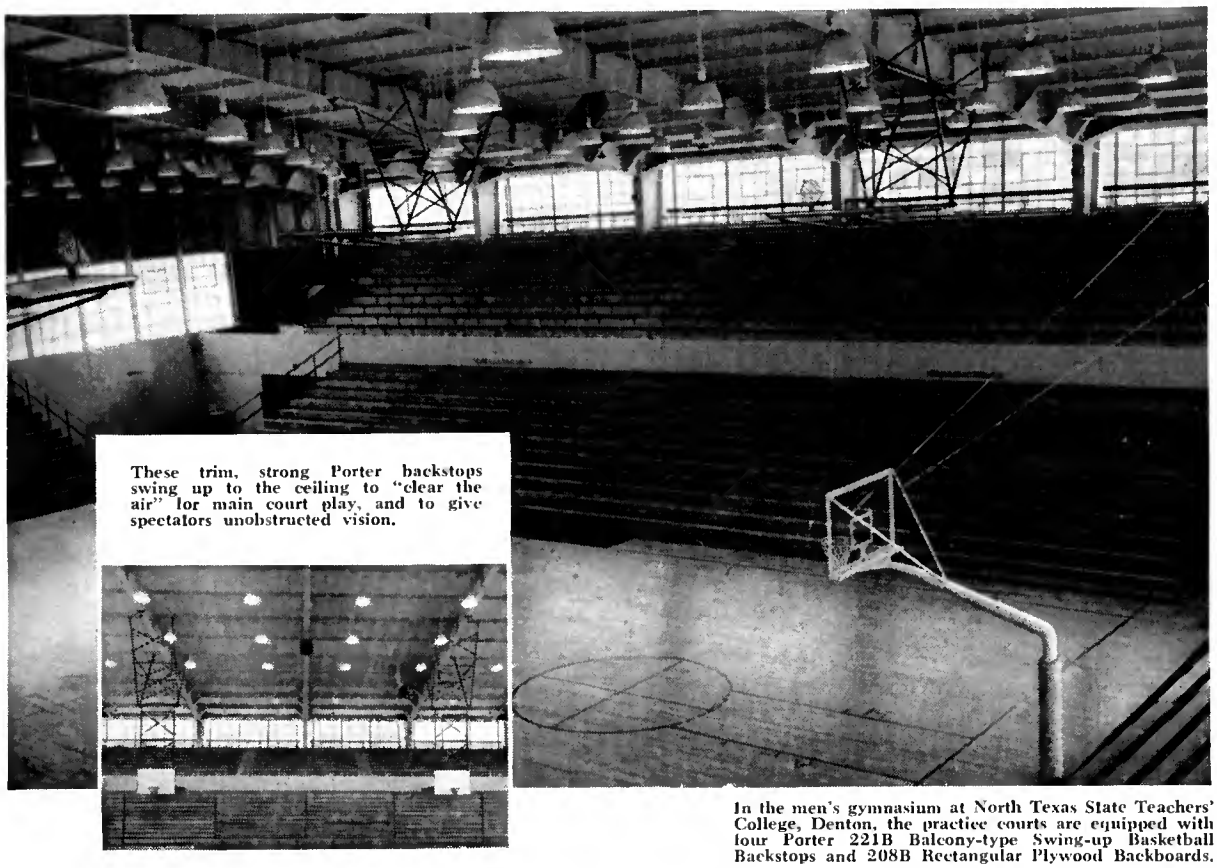
The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.



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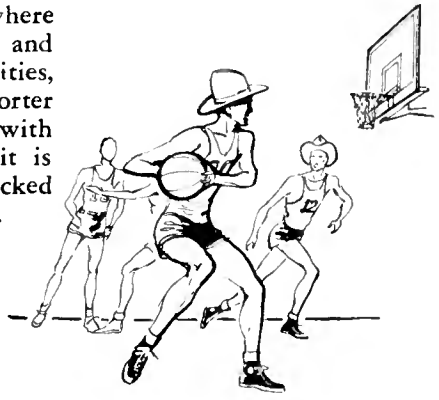

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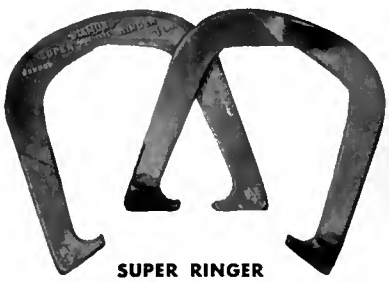

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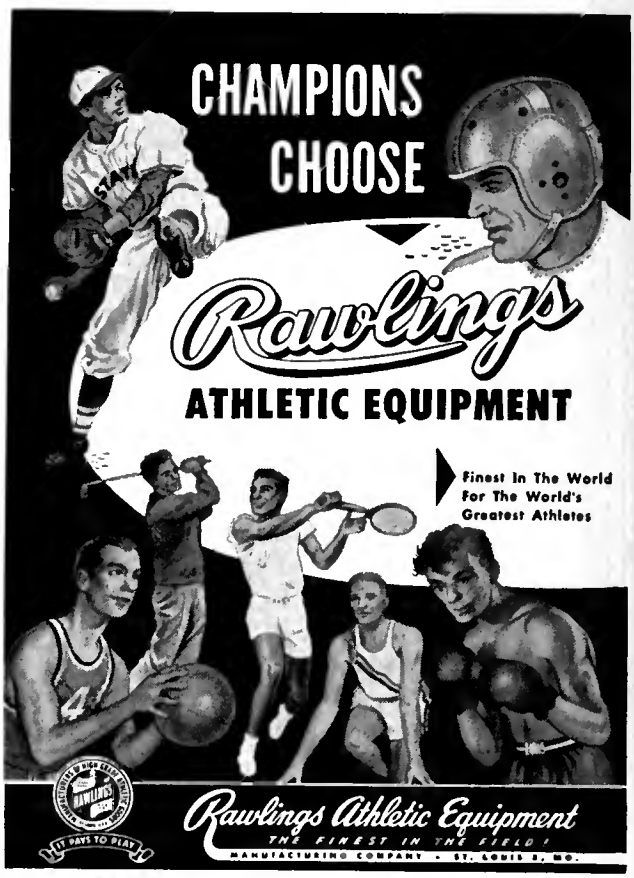
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NOVEMBER, 1951

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Editorial Assistant, SONIA RACHLIN
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Vol. XLV Price 35 Cents No. 6

On the Cover

A tame deer feeds trustfully from a boy's hand. Getting youngsters—as well as adults—to *want* to preserve wildlife, to be conservation-conscious is a major challenge of our times. One person who believes in showing children that many forms of wildlife yield to kindness is Franklyn L. Dunn, of Mt. Wilson, California. Last year Mr. Dunn set up a decorated Christmas tree in the forest for his animal friends. He maintains that if wildlife is not preserved, "in one of the early tomorrows, some species may become extinct. . . . If a species does die out, something has gone from the world forever, something which cannot be replaced." Photograph, courtesy Charlotte P. Norris, Mt. Wilson.

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Next Month

A potpourri of Christmas material—poetry; party suggestions; reports on a parade with live reindeer. *And, as special attraction,* the *big story on the 1951 National Recreation Congress in Boston.*

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the **Readers' Guide.** Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

The Importance of Recreation in Rehabilitation (Editorial), John H. Waterman, M.D. ... 308
Organization for Emergency Recreation Services ... 310
The Character of Children's Museums, Margaret M. Brayton ... 314
Let's Have Workshops for Fellowship, Arthur Katona ... 320
Conservation ... 327
The Urge for Play ... 332
Canadian Drama Festival, Richard MacDonald ... 339
Recreation Put Us on the Map, Frank J. Anneberg ... 350

Administration

Parks and Recreation Facilities ... 318
Avalanche Control ... 322
Playground Accidents Prompt Surfacing Study ... 324
German Leaders Discuss Community Recreation ... 334
Service Clubs in Recreation, Everett R. Scherich ... 337
Congress Report ... 338
Cooperation of Industrial and Community Recreation, Sal J. Prezioso ... 343
Something's Cooking in Cook County, Roberts Mann ... 345
Recreation as a Career
At Peace With Yourself, Francis W. Hartzell ... 347
Why Not Consider Recreation as a Profession?, Peter J. Mayers ... 348
After Thirty-eight Years of Service in the Recreation Field, Josephine D. Randall ... 348
Mark of a Profession ... 349

Program Activities

Activities of a Junior Board of Directors, Marguerite M. Moore ... 317
Unique Children's Theatre, Bob Oberreich ... 319
A la Robin Hood, Roy J. Dunlap ... 323
Easy-to-Make Christmas Cards, Florence L. Murphy ... 328
Children Phone Santa, Mrs. Ples Harper ... 331
16mm. Films for Thanksgiving Programs ... 340
Script-in-Hand Performances, Donald Holland ... 341
Television at Play, Henri Bob Russell ... 342
Recipes for Fun—Making Christmas Tree Ornaments ... 351
How To Do It!, Frank A. Staples ... 355

Regular Features

Recreation Comments ... 312
Things You Should Know ... 313
Recreation News ... 353
Suggestion Box ... 354
Recreation Market News ... 356
Magazines and Pamphlets ... 358
Books Received ... 358
New Publications ... 359
Recreation Leadership Courses ... Inside Back Cover

EDITORIAL

The Importance of Recreation in REHABILITATION

John H. Waterman, M.D.

There is an old adage: "All work and no play make Jack a dull boy." I like things like that, and anecdotes as well, because they often reveal many of the basic truths of our culture and daily living.

Normal life is a complicated affair. It is made up of many things. To exist, to eat, to sleep, to clothe one's self, to have housing, warmth, security and the freedom to enjoy religion, social intercourse, education, the arts, family life, leisure hours and all that they imply, man must work. But work alone can become bitter. It may become a passion, too, and of passions Kahlil Gibran says in *The Prophet*, "Passion, unattended, is a flame that burns to its own destruction." Of work, he says, "When you work you are a flute through whose heart the whispering of the hours turns to music. Which of you would be a reed, dumb and silent, when all else sings together in unison?"

To work in this way, there must also be recreation. If this is true in normal life, then it becomes an imperative factor in the rehabilitation of those people who, by one reason or another, have left normal life and become mentally ill. Many of them have reached that state by so-called overwork. Their work has become their passion and made it impossible for them to relax. But is it really overwork? Can it not also be the inability to integrate work and play? The mentally ill are no longer working and relaxing in unison, as a part of a well-balanced life.

It therefore becomes our job not only to teach patients to work, but also to relax and to integrate that relaxation with their work. Work opportunities in an institution are unlimited. This applies equally to a state hospital and to any other institution. The institution must operate and be maintained. Patient help may be used in a constructive way to perform this task. Where there is adequate personnel, specific work training programs, teaching of trades and so on can be carried out. Opportunities for recreation are likewise present in any institution. However, recreational programs usually, not always, come second to the work program. The reason is firmly entrenched in our cultural thinking. "He is taking a well-earned rest" is too frequently heard to deny its implication.

Being primarily a child psychiatrist, I speak first in relation to children and their need for recreation. Many lessons are to be learned from childhood. Most of our adult mental patients are children who have not grown up; and children start with play and learn to work, often painfully.

The young infant lives almost entirely on the pleasure principle. For the first year or so of life, his every whim is satisfied by the adults around him. As he grows older, he is gradually forced to conform to the conventions of manners, personal hygiene and the assumption of responsibilities as his part in the family. Gradually, year by year, his free pleasure time becomes less and his responsibilities more. And in our efforts to teach children the importance of work, we often forget that life, to be satisfying and productive, cannot be so unless it includes play. We forget what Hopkirk says in his book, *Institutions Serving Children*, that "the spirit of play may be infused into almost any task," and that "one reason some adults can work hard and effectively for long hours is that they bring imagination and other elements of play into the work they are doing."

Probably the most characteristic and fundamental thing about play is its freedom. Hopkirk points out that the use of the imagination, the doing of the most pleasant and the sudden spontaneous meeting of, and dealing with, the unexpected are the elements which make play so stimulating. The individual's choice of kind of play, its spontaneity and flexibility are the things which constitute play's freedom. No one person, group of persons nor social convention strongly demands that people play. Work is required, by the struggle for existence; but when play is required, it is no longer play. Hopkirk says: "The recreation leader who requires children to play may defeat the purpose for which he is employed." The freedom of play is not a freedom from restrictions, because all play has rules to follow, but the rules are self-imposed. Through them, play moves more smoothly, is more enjoyable and more satisfying. The same may be said of work—so that in learning the rules of play, one also learns the rules of work.

Any recreation program in an institution, therefore, should be based

Read before a meeting of recreation workers of Washington State Institutions at Western State Hospital.

upon the lessons of childhood. It must teach the patient the rules of play from which he derives the rules of work. It must teach the integration of work and play in their proper proportions. It must employ the principle of freedom of choice. With the mental patient who has become so engrossed in the battle of life that he has forgotten how to play at all, and therefore can no longer work, we must begin by teaching him to play.

One of the things which makes a recreation program a basis for the beginning of therapy is something that was noted by John Eisele Davis, one of our most well-known recreational therapists. In the project he conducted shortly after World War I, in one of the large veterans administration hospitals at Perry Point, Maryland, he observed that "many patients who would not work would play." He also saw that "patients as a whole were more normal in their play than in other relationships and that play appeared to have a distinctive appeal."

All of you, I am sure, are familiar with the various principles used in recreation for the rehabilitation of patients. Prescriptions the psychiatrist might give the recreational therapist for a particular patient can read in many different ways, e.g.: "To help the patient to be more outgoing"; "to teach the patient group participation"; "to help the patient work out his feelings of hostility"; "to help the patient feel less inferior." Exactly how the recreational therapist carries out the prescription ordinarily is not the psychiatrist's concern. I am mentioning one or two of the principles used by recreational therapists, however, because I believe that all psychiatrists should be sufficiently interested in what the former are doing to be aware of how they do it.

Basic among the commonly-employed techniques in which psychiatrists are interested is the "Touch Principle," first expounded by Dr. Adolph Meyer, who felt that patients often could tell things better through a sensory level than they could through talking. Dr. Meyer felt that when a patient actually took into his hands a concrete object—such as a baseball bat, a ball, a tennis racket, there was less chance for his delusions and hallucinations to interfere with his actions. This has definitely proved to be so and means that it is important to keep patients active with objects which they can touch, feel and use.

A second principle of recreation, of which it is important for the psychiatrist to be aware, is the recreational therapist's efforts to develop the patients' skills in play. Many times patients can become quite skillful in athletics of one sort or another and, from this, gradually develop a desire to find a place in the rest of the world just as they have found it in sports. Patients improve spontaneously as they learn to play; but psychiatrists can reinforce this improvement when they can point out to a discouraged patient a concrete example of his success in the field of recreation. Teamwork in sports or other recreational activities is directly related to teamwork in living.

The facets of a recreation program must be as numerous as the interests of our community as a whole. Dramatics and music offer unlimited opportunities for many patients; others are not at all interested or suited to these pursuits. Creative art, painting, drawing, clay modeling or sketching may appeal most strongly to some and be a bore to others. Sports are highly constructive to some patients, but may be detrimental to others. It is the joint duty of both the psychiatrist and recreational therapist to find out what activity most suits the patient.

If I were to envisage an ideal recreational therapy program for an institution, it would also involve close cooperation and frequent consultation between recreational therapist and psychiatrist. It would embrace all forms of recreation and relaxation common to our normal community life. Though involving group participation, it would be geared to the individual needs of the individual patient. This means that there would be activities of all sorts and descriptions which patients might attend or participate in according to their own desires. It does not mean that an activity would be entirely "voluntary," with no urging on the part of the staff. It does mean that "urging" would be undertaken only when psychiatrist and recreational therapist jointly had agreed, through psychiatric evaluation, psychological tests and trial-by-recreational therapy, that the activity prescribed was best for the patient's rehabilitation.

These are only general principles and not details. Details always can be worked out if the recreation team, charged with the task of rehabilitation of the patient, does not lose sight of the fundamentals of the giving and taking of help. The giver of help, the therapist, must have a real acceptance of the integrity of the individual—no matter how disorganized that individual may be. The taker of help, the patient, must be free to choose.

Social Training Program

The Department of Education of Toronto, through its Community Programmes Branch and the University of Toronto, is cooperating in a special training program and certification for municipal recreation directors and assistant recreation directors employed full time in public recreation in Ontario. Professor Alan Klein, of the School of Social Work, University of Toronto, has been appointed "training adviser."

Each year a six-day institute will be conducted at a central point and four two-day institutes in each of five selected centers throughout the province. In addition, correspondence studies and work assignments will be included. Permanent department certificates will be awarded to recreation directors who are successful in the course and who have a minimum number of years in public recreation. Interim certificates also will be issued, and many recreation directors will qualify for these immediately. Approximately seventy leaders are expected to register for the training and to write examinations this year.

Approved university degrees will be accepted in lieu of the department's training program.

"The combined forces of all agencies and of volunteer citizens can build an effective organization under civil defense leadership."—RAYMOND T. SCHAEFFER, Director, Emergency Welfare Division, Federal Civil Defense Administration.

Organization for Emergency Recreation Services

UNDER CIVIL DEFENSE LEADERSHIP

In order to secure the most effective use of professional recreation leadership in the event of an atomic disaster, provision now should be made for effective organization under civil defense leadership. When the attack begins, it will be too late to organize, train and assign recreation leaders for the needed disaster service.

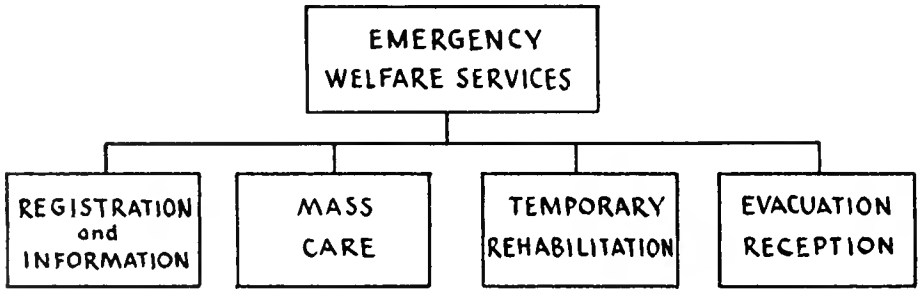
The organization of recreation within civil defense cannot be delegated to a separate agency or to a committee of agency representatives. Recreation in the civil defense chain of command must be the responsibility of a single individual appointed for that purpose by the civil defense director. Full authority to recruit, train and assign recreation leaders must rest with the staff person assigned that responsibility.

Provision for emergency recreation services in the civil defense chart of organization will vary from community to community. One suggestion would place such services under the temporary rehabilitation phase of the emergency welfare services.

In most communities, the superintendent of the municipal recreation department or commission is the most logical person to be assigned the civil defense staff responsibility for emergency recreation.

The total resources of all recreation agencies will be required to operate emergency recreation programs at every place where they are needed. Within every community, there are a number of organizations with equipment and professional recreation leadership which should be integrated into the civil defense program. A partial list might include:

Recreation departments.
Schools, PTA's.
Young Women's Christian Association.
Young Men's Christian Association.
Jewish Community Center.
Salvation Army.
Catholic Youth Organization.
Boy Scouts of America.
Boys' Club, Camp Fire Girls.
Girl Scouts, Incorporated.
Settlement houses, churches.
Libraries, Junior League.
Music, drama, art and other activities groups.
Industrial recreation departments.
Commercial recreation interests.
Recreation and athletic equipment dealers.



One of the best ways to achieve organization of the community's recreation resources under the civil defense leadership is through the cooperation of a committee of representatives from all of the recreation agencies and interests. In some communities, recreation divisions of the council or defense recreation committees already may exist and, if expanded where desirable, can serve as the civil defense recreation committee. Such a committee should assist the civil defense staff representative responsible for emergency recreation in taking inventory of all resources, planning a program, recruiting, training and assigning leaders.

Some of the problems which will have to be worked out by the director of emergency recreation services will include:

Identification of all mass-care centers

Approximate number of homeless to be served.

Age, cultural background and characteristics of homeless expected.

Size of staff, duties and responsibilities.

Assignment—

Usually each leader will be assigned to the center nearest his home or place of work.

Responsibilities—

Additional major responsibilities should be assigned to all recreation personnel for the period immediately following the attack. Under some disaster conditions, medical care, food, clothing and registration will take precedence over recreation.

In order to achieve effective civil defense organization, all recreation volunteers and professionals must be registered as civil defense workers. Every recreation agency should make certain that its personnel are registered and assigned specific duties.

Within the Agency

Intelligent organization for emergency recreation services requires that each recreation agency be fully prepared to withstand the initial force of an enemy attack. Emergency services cannot operate if the necessary personnel and equipment are knocked out before they can function.

Every operating recreation agency should have a plan of defense to protect its patrons and personnel. All recreation agency personnel should be thoroughly briefed on basic civil defense information. They need to know:

Personal survival procedures.

The general plan for civil defense.

The probable methods of enemy attacks and the probable effects of these attacks.

The civil defense plan in the neighborhoods in which they live and work.

First aid, including special procedures for atomic casualties.

Areas and facilities under the control of the recreation agency should have a designated shelter. Because of the variety of structures and grounds maintained by recreation and park agencies, this will be no small job.

Recreation personnel should work with the civil defense shelter director in identifying the safest place at each installation. Signs should be posted, pointing to the shelter area. Every area and facility should have posted upon its bulletin board exactly what to do and where to go the minute the alert sounds. If the facility has no building structure suitable for a shelter, civil defense should be consulted to determine the best procedure for patrons.

Advance planning will take into consideration three different problems of the shelter operation. First of all, it will be necessary to get everyone into the shelter area as rapidly as possible. If the installation primarily is an indoor center with a limited number of rooms, the problem is relatively simple. At the sound of the alert, everyone would file immediately to the designated spot. If the facility combines indoor with outdoor play areas and extends into a number of acres with a variety of recreation activities, the problem becomes more complex.

In most situations, the agency would be well advised to organize and train a group of junior volunteers who could be responsible for some phase of the movement to the shelter and its preparation. A fairly typical summer situation in many communities will find three or four hundred youngsters scattered over ten to fifteen acres of playfield space. Some of them will be at the wading pools, some at the tennis courts, some at the baseball field, some on the apparatus and some in the shaded, quiet area. It will take considerable planning and extensive use of volunteers to work out a scheme whereby the leader can see that all of the grounds are cleared immediately, building precautions taken and crowd control maintained from the moment the shelter is entered.

Secondly, consideration must be given to the maintenance of morale and order in the shelter during the time of the alert. The typical number of participants at the installation, their age level, the nature of the shelter and the equipment available are some of the things to be considered in planning a morale program while waiting for the attack or the all clear.

The third problem involves control over participants following the attack. The leader must be prepared to follow through with crowd control until it is absolutely safe to leave. Authorized civil defense personnel should provide clearance before anyone is allowed to depart. If the facility is close to the center of the disaster, everyone in the shelter capable of helping in the emergency should be directed to assist. If the facility is far enough removed from the blast so that no casualties are experienced, every effort should be made to assist those closer to the center. Children should be sent home as soon as it is safe to leave the area, unless previous arrangements have been made for the older ones to assist in preparing the facility for possible use as a mass-care center or first-aid station.

★ ★ ★ ★ ★ ★ ★ ★ ★

"Civil defense, well organized, can reduce casualties by half or more and keep the cities and the production lines in operation."—MILLARD CALDWELL, Civil Defense Administrator, Federal Civil Defense Administration.

★ ★ ★ ★ ★ ★ ★ ★ ★

One of the dangers to guard against is the spreading of rumors. A thorough knowledge of the civil defense organization and plan will help the recreation leader to prevent panic and fear resulting from misinformation.

As soon as the recreation agency is certain that it has taken every possible precaution and is well prepared to meet an emergency, it should inform parents of children who regularly use the area or facility exactly what steps have been taken to protect their children. It should advise the parents to stay wherever they are at the time of attack or alert and to take every measure for their own safety. They should be reassured that the best possible care is being provided for their youngsters.

Reprinted from the NRA manual, "Emergency Recreation Services in Civil Defense," available free upon request from the National Recreation Association. Other free defense material published by the association includes a bibliography of "Recreation for the Armed Forces" and "A Community Recreation Program for Armed Forces Personnel."

Annual Reports

Sirs:

I like the idea of a competition on annual reports. You make out an annual report, not many people look at it, and there is not too much incentive for making an exceptionally good job of it . . . Anything that could be done to make these reports better should be done.

JAMES C. LEWIS, Lincoln Recreation Board, Lincoln, Nebraska.

New Recreation Film

Sirs:

The United States Department of State was vividly impressed with the film, "Community Recreation," that was made for it here. (See "Recreation Put Us on the Map," page 350.—Ed.) The department was struck with the cooperation and enthusiasm of the people in the various scenes, taken over a six-weeks' period. The town really went all out.

Since Mr. Grant Whytock, the director, was caught here in the flood and saw the splendid manner in which the people were "taking it," he brought back to the State Department a story of good will, cooperation and efficient leadership. The State Department then decided to make a documentary film for other communities to use as a visual aid for any kind of disaster—flood, fire, tornado and so on. So the Robert Carlisle Production Film Company is back in town making a second picture in Manhattan. The script is being written while the shooting continues.

This rehabilitation film probably will be called, "A City Gets Back to Normal," or something similar. The film company has, as stock, the normal scenes taken for the "Community Recreation" picture and the two reels of flood pictures taken after the flood.

What makes it so fine is that once completed, Manhattan will receive a copy of both films at a ceremony held after a first public showing.

FRANK J. ANNEBERG, Superintendent of Recreation, Manhattan, Kansas.

Recreation Magazine

Sirs:

We would very much like to receive a copy of RECREATION each time it is issued . . . we believe that it would be of considerable value to the Mainliner Club of Chicago.

C. W. JOHNSON, General Manager, Mainliner Club, United Air Lines.

Sirs:

My heartiest congratulations on what I, and numerous others with whom I have talked, consider to be a vastly improved RECREATION magazine, both in appearance and content. While I realize the value of articles dealing with current practice, with respect to program, it has seemed to me that the old RECREATION carried . . . not enough of the type of article dealing with the problems with which our profession should be concerning itself. Among these are such problems as research, basic principles of administration, purposes and values, records and reports, planning, certification, community relationships, legal aspects, public relations and many others . . . Please count on my active support in any way that I may contribute. . .

HOWARD G. DANFORD, President, Florida Recreation Association.

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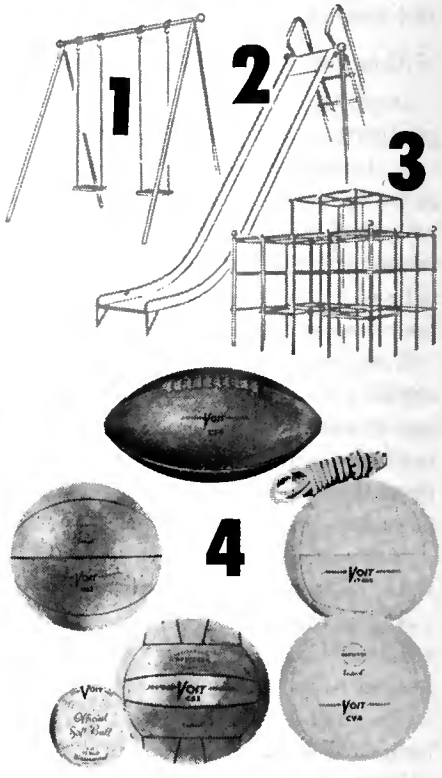

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Things You Should Know . .

• A COMMUNITY SERVICES BRANCH in the special Services Division, the Adjutant General's Office, Department of the Army, will be established in the near future, according to Brigadier General C. W. Christenberry, USA, Department of Defense, who spoke before the NRA's board of directors and its Boston sponsors during one of the luncheon meetings of the Boston National Recreation Congress in October, as well as before one of the Congress general sessions.

"It is one way through which we are preparing to cooperate with the National Recreation Association, United Service Organizations, United Community Defense Services and other national organizations offering service to the armed forces," he said.

"Briefly, this Community Services Branch will provide a civilian field representative in each of the six army areas—as staff advisers for the six commanding generals in all matters pertaining to the utilization of community services and facilities in their relation to each and every locality where troops are stationed and/or where dependents of military personnel reside. A small guiding, supervisory, policy-making staff will comprise a new branch in my Washington office, headed by the very best civilian we can obtain in this field. That person will be Ott Romney, Dean of School of Physical Education and Athletics, West Virginia University. The six field representatives will be fully qualified by experience and ability to work quietly and efficiently, in cooperation with the air force, the navy and marines, to bring about a unity of cooperation between the civilian and the military to a degree never before achieved." The General also expressed appreciative thanks for the fine service rendered the armed services by the National Recreation Association.

• FREE SQUARE DANCE INSTITUTES of one and two-day duration in seven states in the South are being conducted by Ed Durlacher, nationally known square dance caller. The program began in October in Wheeling, West Virginia, and will culminate on March fifteenth in Nashville, Tennessee. For further details, write to Mr. Durlacher, Square Dance Associates, 102 North Columbus Avenue, Freeport, N.Y.

• CONGRESS DELEGATES—from throughout the United States, Canada, Israel, Germany, Japan, Thailand and the Philippines—attended a panel discussion in which Boston physician, Dr. Allen Brailey, emphasized that older persons need to feel that they are a productive part of the life of the community in which they live to be mentally and emotionally well.

"The 'inflow idea' that everything must be done for them is childish. They must have a productive part in the life of the community, a part in some useful project or enterprise. They need a market for their energy, interest and affections. And mental health has nothing to do with income; older persons who are independent need it as much as the indigent. When ten per cent of the population of almost every community today is over sixty years of age, the situation is of growing importance."

Dr. Brailey advocated both social and business clubs and hobby shops for the elderly, some of which might become self-supporting.

• AMERICANS ARE LEAVING THE LAND, at a time of unprecedented agricultural prosperity, according to Richard L. Neuberger in the March 1951 issue of *Survey*. For the first time in the history of the nation, a decade has closed with farm population sharply down from what it was in the census of ten years earlier. This is not only attributed to the mechanization which has made it possible to raise more crops with fewer hands, but to the loneliness and inconvenience of farm life. Once people have been part of a great mass effort, such as any phase of the recent war, they find it difficult to return to a remote and lonely way of life. Census figures show that the city's greatest magnetism has been for young people. Since 1940, the farm population under eighteen years of age has decreased seven per cent and, between eighteen and forty-four, it has dropped thirteen per cent; while there has been a five per cent gain from forty-four years to old age. The contrast is important for the future. "Today rural life must be fuller and more challenging," says Mr. Neuberger. "To answer strong competition from the cities . . . it must offer companionship and cultural advantages if it is to survive."

• PLANS ARE UNDER WAY for low-cost group transportation to India for the Sixth International Conference of Social Work in December 1952. This will take the form of a one-month tour under the sponsorship of the United States Committee of the International Conference, with the arrangements being handled by ASSIST (Affiliation of Schools and Seminars for International Study and Training).

It is anticipated that the all-inclusive cost for thirty days from New York City and return will be $1,295. In addition to conference meetings, there will be opportunities for discussion with welfare leaders and inspection of social welfare institutions in India, Pakistan, other countries of the East.

According to present plans, the conference will take place in Madras. It is expected to be a significant milestone in international social welfare since it is the first International Social Work Conference held in the Far East. All those who are interested in attending should write to the conference office, 22 West Gay Street, Columbus, Ohio.

Margaret M. Brayton

The Character of CHILDREN'S MUSEUMS

GIVE FIVE CHINESE COOKS the same ingredients and you'll get five different dishes. Yet, Chinese food, by whatever recipes, is distinctive from all other culinary art. So with children's museums. The ingredients basically may be the same, but the results are different. Yet there is a distinctive flavor which characterizes them all.

It is the purpose here to outline briefly some of those ingredients of children's museums which produce the flavor.

The first ingredient is children. Once a colleague jokingly remarked: "Why 'children's museums'? Sounds as if you displayed the children in the cases." Not at all, anymore than you display a city in a municipal museum, a university in a university museum . . .

A children's museum makes children the focus of all that it does. All the collections are determined upon the basis of what is interesting to children, not only as to subject, but as to color and form design. The exhibits are geared to their physical convenience and mental development.

The programs, clubs, movies, games and all the other activities are planned upon what is known about their preferences and often upon their direct advice.

The staff as a whole must like and get along well with the youngsters and the educational staff must know how they grow and develop, as well as how to use the collections to the best advantage with them. In this sense the museum is child-centered.

The second and equally important ingredient is the element which distinguishes a children's museum from a laboratory, workshop or progressive school—the collections of objects themselves. These are the museum's stock-in-trade and as essential to it as books in a library or ice in a refrigerator.

Too often, well-meaning citizens see the social benefits of children's museums and ask for help in starting one with some sand from the Sahara, a hair wreath and lots of good intentions. But they are doomed to failure without collections carefully selected, however small, and without some criteria for further accessions.

I am not suggesting that these collections include the rarest, largest, only or other superlative objects of their kind in existence—any more than they should comprise only hand-me-downs from attics. They should meet the requirements of integrity and authenticity, good taste, high quality of workmanship. In other words, they should be representative of a high order of their kind. These criteria, a

(An address given at a Midwest Museums Conference of the American Association of Museums, Indianapolis, Indiana.)

Author is curator, Children's Museum, Detroit Public Schools, Michigan.

little tact and a stiff curatorial backbone keep the collections of children's museums from being "dumping grounds" or merely "junk" . . .

The use of the collection depends upon the children, too. Exhibits about ideas and facts which they must learn, to become well-adjusted parents and citizens of the future, may well make use of permanent materials displayed behind glass. Other materials may be set aside for children to examine, handle or study for special purposes.

Whatever the purposes or use, materials must be respected. Objects to handle, textures to feel, things to see for one's self—all serve children as projectiles to other lands and times. Single items often are used in collections, but most frequently, in a children's museum, they are arranged in exhibits which present ideas.

"Magic Ears," an exhibit dramatizing the history of corn and its travels, points up the American child's dependence upon this product by showing him all the things which he finds in the kitchen, at his desk and in the general store, which would not be there without corn.

The basic principles of design are illustrated in textiles so hung that the children may visualize the artist at his loom, repeating his message in rhythm, color and form, with the same delight that they feel when dancing and singing the repetitious favorite of childhood, "Here We Go 'Round the Mulberry Bush."

The passenger pigeons, in their woodland habitat case, become more than a handsome, unusual exhibit when the boys and girls read the story of how fast and why a race can disappear. Facts in exhibits must be related to present ideas. Materials must be used with such taste and discrimination, such simplicity, such feeling for color, form and rhythm that the children's emotional pleasures are guaranteed.

Finally, the ideas in the exhibits must clearly relate to the youngsters' experiences and problems in media which they like and understand. Thus the exhibits may play their unique part in stating fundamental principles of human existence.

In this crisis of history, when the importance of human relations and getting along with people is uppermost in the thinking of leaders in business, industry and education, museum directors are more than ever aware that the successful implementation of a program for children depends upon the kind of people who make up the staff.

Certainly each member of the educational staff must have at least one field of knowledge related to the collections. He should have a college degree in the subject plus graduate work in accredited institutions to keep him abreast of his field. Museum educators of the future must fortify themselves with knowledge, the quality and source of which are recognized in academic circles, if the educational standards of their museums are to meet the standards of other educational institutions.

But this is just the beginning. Travel, a broad cultural background and understanding of current social and economic problems, as they affect the children in their care, also are necessary to staff members who must successfully meet the challenge with which they are now confronted.

And, finally, as a qualification of top priority, children's museum staff members must understand and enjoy boys and girls, noisy or quiet, dirty or clean, stubborn or docile, in gangs or as individuals, and they must know how to use museum collections and exhibits, games, clubs and programs to draw out the best in each child.

Each community has its own special needs into which the children's museum must fit its program so that it does not impinge upon the programs of schools, recreation centers, nursery schools, art workshops, clubs or other museums in the area.

A survey of all such agencies and institutions as these will guide each year's plans; but the one factor to remember is that if the activities always are related to the exhibits and collections, there will be little danger of duplicating services already offered elsewhere.

These are the ingredients, then, of a children's museum: the children, the collections and exhibits, the staff and a knowledge of the specific service which can be rendered by these factors and these alone.

Specific problems and techniques of "how to do it" require much more time than can be claimed here, and yet, underlying the effective operation of a children's museum are certain principles which guide the work.

The exercise of individual choice, the opportunity to select one's own activity, game or club without any regimentation or directive from adults is the right of children in their museums. Each one should be free to do as he likes so long as he maintains a good social attitude.

Children are so absorbed in working with the museum materials that the hum of their activity and the seriousness of their purposes never fail to astound parents. It is essential that they be encouraged to choose for themselves, to come and go as they wish, to feel that, in the museum, they are not obliged to fall into line, either physical or mental.

One of the museum games has led to Eskimo case. Little sister chooses to tag along although she could color or attend a little tot's story elsewhere in museum.

Only when children come to the museum as members of a school class are they treated with formality, depending upon the desires of the teacher who

brings them for purposes of study related to school work.

Another basic principle of children's museum philosophy is proprietorship. The child is given to understand that this is his museum, his games cupboard, his club room, his building and grounds. Children show in many ways their sense of belonging to the institution, and it is not unusual for an old-timer to coach the newcomer on the value of the exhibits and the care of the property. One almost can see a child's personality expand as he proudly conducts visitors through his museum.

Proprietorship leads to a sense of responsibility without which no privilege has much intrinsic value.

This feeling of responsibility has led many museums to develop groups of junior docents, to invite youth to sit on policy-making committees and, best of all, to encourage each individual to increase his own self-reliance.

Children's museums are not merely series of exhibits—although these are their stock-in-trade. Whether children see the exhibits once or many times, there are games, puzzles, things to make, which direct their attention to the ideas presented in the collections. Questions are answered; clues found; observations sharpened; curiosity whetted.

This opportunity for participation and this subjective element in children's museum education are part and parcel of the learning processes of the growing child. Dr. Alfred North Whitehead says, "The actuality is the process." Participation by the children in relation to objects from other lands and times creates, to the degree of their capacity, the actuality.

Each child is different. The museum facilities, therefore, give him abundant chance to find that kind of actuality to which he responds and wherein he can expose himself to further learning.

The foreword in a children's book, *All About Us*, quotes Dr. Albert Einstein: "The struggle for an unprejudiced attitude towards the simple and yet so often misunderstood facts of human existence must start at the still flexible mind of the child." Thus, all children's museum programs, centered as they are about the growing child, must be at all times flexible. The staff must be sensitive to growth and change in individuals; they must respect individual children and understand the various ways in which different children respond. The exhibits, activities and methods of work must be subject to change by constantly keeping a keen ear open to what the youngsters say and how they react to the program.

Some objects should be set aside for the children to examine and handle. Such things transport them to other lands and into other times. Here they are learning of armor.

There must be great variety of activities and exhibits so that everyone will find, somewhere in the museum, the association of materials and friends with which he feels kindred.

There is need for better understanding of the philosophy of children's museums, not only in their constituencies, but also in the profession itself. These museums are not vest-pocket editions of the adult or subject-matter museums —nor can they do the same kind of work. They can and do, however, prepare future citizens and taxpayers to frequent, enjoy and support museums. They give the young visitor an impression of the museum as a pleasant place where he is welcome; where he learns from direct experience many facts and ideas which he will need as he grows up; where he goes repeatedly to join other children in activities related to the collections, or uses them in studying at school. They can encourage the child to use the adult museum, as he grows to understand and appreciate it and its services to him.

But, more important, perhaps, than anything else, children's museums can give the child "great ideals and give them to him young" (to quote from Alice Freeman Palmer) and they can help him to develop within himself those inner resources of aesthetic enjoyment and intellectual curiosity which lead to the permanent joys of life.

Children's museums have these responsibilities along with all the other institutions working with boys and girls. By a clarification of the functions of each, and by intelligent cooperation of all, the role of museums in the lives of our youth can more closely than now approximate their resources and responsibilities.

Woman's Day has kindly given the National Recreation Association a supply of five fine reprints. They're yours, in single copies or in quantity lots, for the cost of mailing and handling. Order copies for all your crafts leaders or crafts classes! First come, first served!

Block Printing

Gifts from the Sewing Basket

Gifts to Make

Merry-go-round (for small children)

We Build a Doll House.

Prices: 10c per single copy; $1.00 for twenty-five.

Marguerite M. Moore

Activities of a Junior Board of Directors

Our Junior Board of Directors, at the Coral Gables War Memorial Youth Center, is an interesting group of teen-agers, fifteen years and older, selected on the basis of leadership and voted into office. This group represents four schools and serves as a teen-age planning committee—accepting certain activities, rejecting others. Each year members sponsor a project to aid the youth center in some way. Last year they sponsored the presentation of *Seventeen*, by the Youth Center Playmakers, and raised four hundred dollars, having a wonderful time doing so.

Recently they held their annual forum. The topics chosen for discussion included "How Our Youth Center Contributes to the Community," "How Civic Clubs Contribute to the Youth Center," "How Could Cooperation Between Schools and the Youth Center be Increased?", "What Teen-Agers Think of Present World Conditions," and others.

They enjoy this event immensely. Completely unrehearsed, it is interesting and sometimes hilarious. Truly, at this time, the teen-agers "speak their minds." Of course, not all members of the Junior Board can take part in the forum; and, since it is a purely voluntary activity, those less inclined to talk serve as hosts and hostesses in the social period that follows. Each member taking part personally invites a guest who is a prominent member of the community; and the general audience, also present by invitation, is made up of parents and leading townsfolk. This year's adult participants included civic club presidents, PTA presidents and university faculty members. They expressed keen interest and enthusiasm in this yearly teen-age activity and agreed that such a program, involving teen-agers and civic leaders, builds a strong bridge of understanding. The young ones gain new respect for their elders and, at the same time, the adult participants realize that American teen-agers do think, emphatically and clearly, on issues related to themselves and their world.

During the forum, Paul Brinson, well-known Coral Gables attorney acting for the local Elks association, offered the teen-agers the gift of a television set for the youth center. Politely, but firmly, and with one voice, they refused it, giving reasons that could well match those of trained recreation leaders. They said it was too inactive—"Who wants to sit and look at those ancient movies and modern dances?" They felt that it would permit a few to monopolize space which could be used by many; that the time element was bad because "the good dance bands come on when we have to be in bed." They said it would invite "necking," because the room must be fairly dark for good reception and, anyhow, they thought that the youth center is "more in need of a bus to carry our teams to other areas for competition."

Following the forum, William McIlwain, city manager of Coral Gables, commented, "It's remarkable how these

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In the War Memorial Youth Center, Coral Gables, many groups of teen-agers enthusiastically carry on with lively events.

kids can talk on their feet; and they talk sense!"

Sara Smith, pert, pretty, blonde, fifteen-year-old star athlete, drew gales of laughter from gray-beards and not-so-gray-beards in the audience with her topic, "Are Teen-Agers Today Having as Much Fun as Their Parents Did?" It was so much enjoyed by the adults present at the forum that perhaps it also will stir memories in the minds of many readers.

Are Teen-Agers Today Having as Much Fun as Their Parents Did?

We teen-agers of today differ greatly from the teen-agers of yesterday. It is only natural, since customs, fashions and interests have changed, that we would change also.

It seems as if the youth of yesterday had many and varied interests. And it is my inclination to think that they had as much fun with their activities as we do with ours. Instead of doing the "Birmingham Hop" or jitter-bugging, the teen-agers of 1920, or around that time, would Charleston or "Toddle"...

But they were not so particular about their transportation to and from places as are many of the teen-agers of today.

"Many were the times," and I quote my mother and my father, "that we and others would rollerskate to school. We never had to worry about the fact that Dad might not give us the money for gas so we could go to school." It also seems to me that too many girls feel as if their dates have to have a car before they will go out. I asked Mother about this and she said that if the girls then had waited for a boy to have a car to go out they would probably have sat at home on many a Saturday night. She mentioned that the boys took the girls to dances on a streetcar.

It does not appear that our fathers are as strict as fathers were then. Many did not think it proper for their daughters to wear any sort of makeup, roll their stockings or cut their hair. Our fathers seem to be more lenient, as was apparent last spring when just about every girl had her hair cut in the new-look "boyish" fashion.

But the teen-agers of today seem to be somewhat "unpredictable," or so many of our writers seem to think. Why—we have been studied, analyzed, evaluated and usually end up termed "emotional and highly irregular human beings."

The writers also seem to be puzzled at our "jive talk"—many of them just couldn't understand what they called our own "language." But they seem to forget that the youth of yesterday had their own "language" also. While we say "neat," they would say "sharp" or "keen."

The boys who hung around drug-stores or what we would call "hot-rod-Harry's" were known as "drugstore cowboys" or "jelly-beans." The soda fountains were referred to as "jelly joints." (I got most of my information from my mother and father, because I thought that they were just about as typical teen-agers as there ever were in their teen-age time.)

The girls who were sports-minded often played basketball. Instead of wearing shorts and a shirt as we do, they wore middy blouses and bloomers. But while some things have changed, the music has not to some extent. The people who liked to hear the popular records would wear out the newly-released recordings of "Margie" or "Dardanella." The favorite band was the one conducted by Ben Bernie or King Oliver. This was before Paul Whiteman became popular.

The "hot-rods" then were referred to as "tin-lizzies" or "flivvers."

And so, comparing the teen-agers of yesterday with the teen-agers of today, I believe that we *are* having as much fun as our parents did. And, perhaps, when we teen-agers of today grow up, the same subject will approach our children and I hope that they have as much fun hearing of "the good old times" from us as we do hearing about them from our parents.

Parks and Recreation Facilities

• Over $5,300,000,000 in local and state public works are in the planning stage, according to a compilation recently made by the Community Facilities Service of the Housing and Home Finance Agency. Although the estimated cost of projects relating to parks and recreation facilities is relatively small as compared with that of proposed highways, bridges, sewer systems and schools, it nevertheless totals nearly $125,000,000. When constructed, these facilities will represent a marked increase in local and state recreation resources.

The figures for public works projects are listed in three categories:

1. Plans *completed* without federal assistance.
2. Plans *in the design stage* without federal assistance.
3. Projects for which the federal government has made *advances for plan preparation.*

Plans have been completed for 221 parks and other recreation facilities, to cost an estimated total of $25,507,000. Of this amount, work on $13,822,000 was scheduled to start in 1950-51; on $3,364,000 in 1952; and on $6,354,000 in 1953. Plans in the design stage are for facilities estimated to cost $89,765,000, with work scheduled to start in 1950-51 totaling $37,118,000; in 1952, $18,799,000; in 1953, $11,140,000. Twenty-nine park and recreation facility projects, for the planning of which federal advances have been made, are estimated to cost $9,298,521. Advances were made with the understanding that construction work was to start within three years after the plan was completed.

Unique Children's Theatre

Bob Oberreich

Top right—Televising "A Christmas Carol." Above—Bob Oberreich, the ex-serviceman director, plans action for a play given by the New York Boys Club. Right—First reading for some of the members, Madison Square Children's Theatre.

• On the lower East Side of New York City, there flourishes one of the most active and colorful theatrical enterprises in the country. Every week an enthusiastic audience gathers in the Madison Square Children's Theatre. The footlights come up; the house lights dim; and the red plush curtains part on make-believe, which may be tragedy or comedy, pantomime, vaudeville or musical. Whatever the spectacle, it spells glowing enchantment for both audience and actors, and carries them beyond the confines of humdrum reality.

But entertainment is the purpose and allure of show business everywhere. What makes the Madison Square Children's Theatre more unique than any on the Great White Way is that the actors, stage crew and technicians are lively, high-spirited children. In this little East Side theatre, they are actually and completely on their own; and it has come to be an integral and exciting part of the Madison Square Boys Club, which sponsors it.

Over forty nationalities are represented in the theatre's activities onstage, backstage and in the audiences. The majority of the youngsters come from families who live in four- and six-story walk-up apartments. Over five hundred underprivileged boys and girls of the neighborhood already have taken part in the productions. And there is action aplenty! A boy can be an actor, a stage manager, a make-up artist, a press agent, a business manager, a property man, an electrician, a carpenter or a painter. Or he may pull the curtain in one play while he's studying to play the lead in the next. The possibilities are unlimited and as varied as they are numerous.

There are no stars in this theatre, and those who work backstage are as important as the actors. They even take curtain calls with the cast. Here play production is a group activity in the true sense of the word. It develops teamwork and encourages creative ability and imagination. And the youngsters have a lot of fun. They enter into it heart and soul, which accounts largely for their good performances. For instance, one of them, cast in the role of a medieval knight, so adored his coat of mail that he wore it home. He wanted to sleep in it. He wanted to wear it to school. It took pleadings, arguments and threats to persuade him to disarm.

Bob Oberreich, the director, is an ex-soldier who founded the theatre in 1947. He is a graduate of the American Academy and the Theatre Wing Professional School and has the knack of making play production a colorful and exciting adventure for the youngsters.

They design their own sets, build them with flying hammers and saws and paint them in bright reds, blues, yellows and greens. Of course, they paint themselves and each other in the process, but this is all part of the fun. Bob makes it clear to the young players that good theatre is a *must*. But he realizes that boys will be boys and that each has a personality decidedly his own. So the principal purpose is to keep each youngster happily occupied at something he can do—and at something he can feel important in doing well.

It never occurred to the director a few years ago that any of his young actors would ever be in demand by the professional theatre. But the work of the Madison Square Children's Theatre has gained such general recognition, both here and in England, that dozens of its members have appeared in movies, on television, on radio and in the "March of Time" series. Last Christmas Eve, the group was selected to present its beautiful full length production of Dickens' *A Christmas Carol* on television and received wide acclaim for a spirited and polished performance.

But what is most important of all is that this little theatre is an important event in the lives of little citizens of New York's lower East Side. It is a tremendously exciting adventure into the realm of human relationships. Above all, it teaches teamwork and democracy.

LET'S HAVE WORKSHOPS

Pointing out the need for reviving the old-fashioned, good-neighbor kind of recreation in a modern setting.

CAN GOOD OLD neighborly recreation be brought back in this day and age? Can we get together as we used to and sing, dance, play games and make lovely things with our hands in these hectic, commercial and competitive times? Rural leaders are trying to find the answer in rural recreation workshops.

I have had the privilege of taking part in several such workshops and shall try to outline a model program that will be of interest to city folk as well as to country folk. The workshop idea is for all recreation people. It is theirs to use if they so wish.

Country people, for some time, have felt a general dissatisfaction with the recreation situation. The movie, tavern, dance hall, football stadium, race track and such are not satisfying basic social needs—and this is vaguely sensed by rural folk. Something fundamental, it seems, is wrong; something vital is missing. A number of leaders, conscious of the situation, are giving articulate expression to the mood it has engendered. The recreation workshop is a constructive attempt to remedy matters.

City people, too, experience this mood, but they are not so intimately connected by memories to a good neighborly past and they can more easily forget their feeling by running to the many attractions near them.

This malaise is more than sentimental nostalgia. It is a healthy, profound yearning for the warm, hearty, intimate relationships known as fellowship, camaraderie or neighborliness. All of us at some time or another crave the human touch, the warm heart, in our relationships with others. Nowadays, entrepreneurs have capitalized on this yearning and its increasing frustration in such cash enterprises as get-acquainted exchanges, friendship clubs and matrimonial agencies. National firms, for instance, with branch offices in the large cities, advertise their introduction business. Moreover, this malaise may be individual or group. Individuals may feel lonesome and out of sorts and, in a collective sense, so may groups. A group, for want of fellowship activities and relationships, may feel estranged within and without. There is no morale inside, we say, and no spirit of neighborliness with others.

The present emotional state results, in large measure, from trends in recreation which, in turn, reflect basic economic and social changes. Industry has replaced farming as a means of making a living, and the urban way of life has superseded the rural. Sociologically speaking, the secondary group is now the dominant social gathering, whereas the primary group was prevalent in the days of the farm and small town. In other words, highly organized, formal, special interest groupings have taken over the social field from the spontaneous, informal, inclusive groupings of yore. This is not to imply that the "good old days" of simple country living were an Utopia and that the complex city life of today represents the falling of evil days upon us. The rural-urban transition has ushered in extremes which have severely damaged social values known to be psychologically and sociologically sound.

Outstanding among the trends in recreation are commercialism, competition and exhibitionism. The developing extremes within them have made these trends painfully blatant. A brief survey of certain extremes may help throw light on the damage done to social relations.

Commercialized recreation of itself is not harmful. Certainly the theatre, concert hall, baseball park, bowling alley and similar business institutions can, and do, provide excellent diversion for many, many people. A tavern may become a congenial social center, a poor man's club, as it were. It is when too much fun is bought and sold, when the market place becomes the hub of recreation, when cold cash replaces warm friendship as the basis of play that harm is being done.

It is outside the scope of the present article to do anymore than mention the emphasis on sex and violence in the movies, the huckster motif in radio programs, the unsavory aspects of saloons, gambling joints and night clubs and the racketeering in sports. Writers John R. Tunis, Paul Gallico, Bob Ruark and others have pointed out various sports extremes, among

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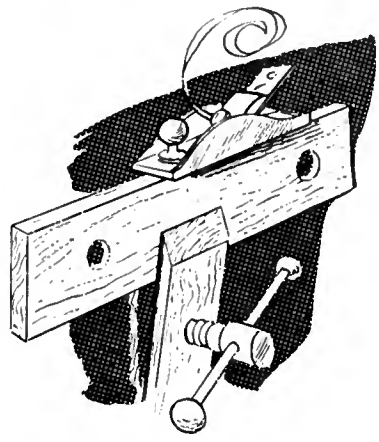
Arthur Katona

FOR FELLOWSHIP



which are gambling scandals such as the recent basketball revelations; the hypocritical professionalization of amateur athletics, notoriously in the colleges; the boxing racket, with its toll of deaths and brain concussions; and the football circus, with its annual crop of crippled gladiators.

Commercialism brings artificiality in its wake. Gadgets, games, sports, songs, dances, fads, sentiments, friendship itself, tend to be manufactured. That which is homemade, creative, spontaneous, intimate seems to have less and less significance in modern living. For a price, one can buy friendships dispensed by introduction agencies. In the folk and square dance field today, new couple and square dances are being manufactured like tawdry ten-cent store gadgets.

Competition, normally a healthy, stimulating human relationship, has been pushed to almost incredible extremes. A stepped-up drive to win has gone beyond all former bonds of reasonableness and decency. The life of coaches has become a round of nightmares, stomach ulcers and oustings, topped off in some cases, it is said, by a forced running out of town, a modern variant of outlawing. The ringer deal, once haphazard and incidental in the sports world, has become a huge organized endeavor as athletes are bid for, bought and delivered to our institutions of higher learning. Contests have spread in number and variety to such grotesque extremes as teeter-totter marathons. At an annual state contest orgy, in which square dancers, couple dancers, fiddlers and callers vie with one another, the dancers wear numbers on their backs like footracers. The ubiquitous queen contest has become an indispensable adjunct of the most varied economic, social and recreational function.

In *Information Service* of May 12, 1951, there appeared one of the saddest news stories on children's play ever told. Grade school youngsters gave a square dance program, at the end of which Parent-Teacher Association judges announced the winners. What would have been a wonderful time of fun and frolic for all became a dismal event for the majority, the losers.

Exhibitionism has gone rampant, spurred in all directions by ballyhoo, promotion and publicity. The spectator and his money—the gate—are catered to, not the participant and his well-being. An acceleration of thrills, sensations and novelties takes place in order to keep the crowds coming. Basketball is speeded up to give the audience bigger thrills, though the players are worn to a frazzle. The square dance is made more tricky and complicated so that more exhibition sets can dazzle more people. In this soil flourishes show-off individualism.

A provocative analysis of these trends in one field of recreation—the square dance—has been made by an anonymous writer in an article, "Whither 'Western' Square Dance?," which appeared in RECREATION for November 1950.

People again must learn to get together and play as good neighbors did in the days gone by. They need to learn what folks long ago took for granted—singing together, playing party games, dancing group dances, side-by-side making fine things with their hands. A rural recreation workshop stresses togetherness, the friendly sharing of fun. A model program consists of group activities. It is a recreational cooperative.

Group singing is certainly a *must*. It almost has become a lost art in this day and age of canned music. Tin Pan Alley, with its manufactured tunes, some time ago destroyed the people's ability to make their own songs. The folk song no longer is the stirring heritage of plain people, but a lovely museum piece dusted off when Tin-Pan Alley needs a shot in the arm. Given the opportunity, however, with enthusiastic leadership, people will sing together, for there is a deep hunger for such musical communion. Those great people's institutions of Denmark, the folk schools, spark their sessions with songs out of the traditional folk culture of the nation.

When people can let their hair down and play jolly games together, theirs is a good-neighbor joy of life. Most of us, despite the artificial reserve of an urban age, would love to let ourselves go in the lusty abandon of a play party game. We crave the tonic of its lively antics, droll buffoonery and belly-deep laughter. Again, we need the judicious prodding of good leaders to get us started. What group leader has not felt that fine glow of satisfaction when he draws timid, frozen souls into the play circle and sees them thaw and turn warmly merry in the fellowship of fun? There are, of course, many different kinds of group games—games suitable for various ages, dispositions and occasions. The best are those in which there is the greatest shared release. Here is another illustration of the principle that one has to lose himself to

find himself.

Our dances, too, should yield a maximum of fun and fellowship. Group dances—squares, circle mixers, line dances (reels)—should be used. Everyone may take part in these. The good time is shared by all. The skilled dancers share their skills with the others. The dance becomes a communal activity as it traditionally was among many agricultural and primitive peoples.

A most heartening instance of how the square dance can transform next-door strangers into jolly good neighbors took place in a college faculty apartment house. A young couple had asked an instructor and his wife, the instructor being an amateur square dance caller, to teach them how to square dance. The instructor said he would, but that they would have to get a set together. So the two wives prevailed upon several other wives to drag their reluctant husbands into a living-room for a session. The initial gathering turned out to be an uproarious party, with everybody kidding everybody else and laughing off mistakes as part of the fun. From that time on, for the rest of the college year, the group met once a week for their square dance party. Refreshments were served at the end of the dancing and, with everyone resting comfortably in easy chairs, a bull session would begin. The group discussed pro and con campus topics, world issues, family problems and more. They argued differences, expressed contrasting points of view, exchanged ideas without the bickering and ill-feeling that too often mar the get-togethers of intellectuals. The good time had warmed them up to a genial acceptance of each other, differences and all. And that is one of the marks of true democracy.

Working side by side, making crafts objects with our own hands, is the nearest we can get to the quilting bees, husking bees and barn raisings that often were festive occasions in the past. We all can make beautiful things if given the chance, despite the prevalent notion today that one has to have talent or genius in order to do so. Let us remember that, in the old days, plain folk were craftsmen and artists. Don't we nowadays pay a big price for an antique that may be a piece of embroidery made by a housewife or a chair made by a pioneer? Remember, too, that this antique looks distinctive, looks homemade—and we should try to have our work look homemade. It should be our creation, a part of ourselves, and not an imitation of the slick gadgets of store and factory. I have treated this matter at length in two previous articles, "An Adventure in Home Decoration," in *Design* for March 1949 and "Art Begins at Home," in *Design* for March 1950.

The practical details of setting up a recreation workshop, while involving plenty of work to be sure, are amazingly simple. The interested person or persons may begin by getting in touch with such organizations as schools, colleges, churches, youth centers, clubs, cooperatives and welfare departments for help in leadership, sponsorship and participation. The workshop may be held in a school gymnasium, church basement, community center, lodge hall or barn. It may last one or two days ordinarily, more if extended into a "school" or "institute." Each of the four basic activities may be allotted a quarter of the time, half of the morning or afternoon, or a morning or afternoon, as the case may be, with appropriate rest periods. If attendance is large, two activities may be scheduled at the same time, each in a separate room, with half the crowd assigned to each activity. Of course, if the session is long, say a week, the program will be extended to include more songs, games, dances and crafts, such details as teaching techniques and, possibly, such additional activities as discussion meetings and dramatics. Along with the encouragement of participation by all, local lay leadership should be developed so that the activities will be carried on after the workshop is over.

In a world that has become a sea of troubles, good fellowship in recreation may be a happy anchorage, for its own sake, and as recuperation, so that we may better cope with the sea.

Avalanche Control

• The growing use of the national forests as winter sports centers has made it necessary for the United States Forest Service to give attention to avalanche prediction and control. The best ski sites are potential avalanche areas, and the safety of skiers depends upon the knowledge and skill of the forest service personnel.

A training school in snow avalanche forecasting and control was held in Alta, Utah, attended by forest officers from western states. This was the first school of its kind held in the United States. The instruction was based upon knowledge gained during the past ten years by forest service snow rangers in Alta.

Trials conducted in cooperation with the National Guard have definitely shown it to be feasible to use artillery projectiles to precipitate snow avalanches at a safe time. Nine of these snow slides were brought down in a period of a few minutes by firing seventy-five-mm. shells at the release points. It would have involved several days' time and considerable hazard to have released these same slides by hand-set explosives. It is anticipated that this method of avalanche control will become common practice as a means of making ski areas, mountain highways and railroads safer during winter months.

Disturbed aim puts one in the rough. A player enlists the aid of his pals in the inevitable search for a lost arrow.

Junior bowmen help pack away equipment. This is one of the must rules for playground archers, always rigidly enforced.

Guess who won? Forfeited by the loser, just one malted milk!

a la Robin Hood

Roy J. Dunlap

This father and daughter team forms formidable combination as they take prescribed stance before the target.

IN A LAND where the Indians once stalked game and provided food by means of the bow and arrow, the twang of the bow-string still can be heard. Citizens of Faribault, Minnesota, have fallen in love with the ancient sport of archery.

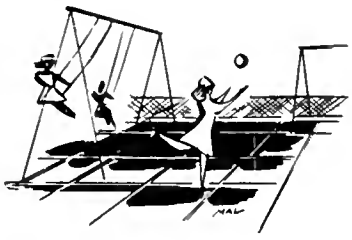
Its revival is the idea of Joe Grunz, energetic young director of Faribault's recreation department, who has set up an archery course in a valley set aside for public sports.

The targets, unlike those sighted by the Indians centuries ago, do not groan or shriek when an arrow finds its mark. They're lifeless hunks of hay covered by oilcloth bull's-eyes, arranged in fourteen different ranges and positions.

Joe's archery "golf" course is a busy place of an evening. Archers try to amass as many points as possible. A bull's-eye is good for ten points, with two points deducted for each circle farther away from the target center.

There's no charge by the city for this fun. Bows and arrows are supplied in addition to expert instruction. And you'd think that the Indians were back again, judging from the war whoops when an archer's arrow hits dead center.

Reprinted from St. Paul Dispatch-Pioneer Press, *whose columnist,* DUNLAP, *who-dun-it author, shot his first arrow on this story and hit a bull's-eye.*



Playground Accidents

BECAUSE OF SERIOUS accidents that occurred on the school playgrounds in Los Angeles, and the resulting public protest against the use of blacktop surfacing for its elementary play areas, the Los Angeles Board of Education has undertaken a comprehensive study of the surfacing which is used under apparatus. Widespread public interest in the Los Angeles situation and concern as to types of playground surfacing have resulted from criticism of the Board of Education and its play surfaces in a nationwide broadcast. This included a prediction that the board would be indicted for involuntary manslaughter.

By way of background, it is to be noted that many types of surfacing were used on the playgrounds in Los Angeles prior to 1940-41 when, after considerable investigation, a program of blacktopping school playgrounds was initiated. By 1948-49, one hundred ninety elementary schools, or about sixty per cent of those in the district, had been resurfaced in this manner. As playgrounds were resurfaced, the areas in and around the apparatus were included.

At a meeting of the Board of Education on May 21, 1951, it unanimously adopted a recommendation by the superintendent of schools that an action, taken on May 14, 1951, inactivating all elementary school playground apparatus, be continued for the remainder of the present school year. The earlier action followed a fatal swing accident on one of the school playgrounds. At its May 21 meeting, the board also voted to appoint a special committee to study playground apparatus experience as affected by ground surface covering under and about the apparatus. Another extremely serious accident, occurring early in June on a blacktop playground, accentuated the importance of the problem. Some individuals urged removal of all blacktop surfaces from school playgrounds; others protested against proposals to remove play equipment from school areas.

The information which follows is primarily based upon two statements: (1) a report presented by the superintendent, Alexander J. Stoddard, to the board on May 24; (2) a report on playgrounds submitted by the Citizens' Advisory Committee on Playground Surfaces, dated August 2, 1951. The facts assembled by the Los Angeles school authorities and the recommendations of the citizens' committee have value for all who are responsible for the construction and operation of playgrounds.

The Superintendent Reports

The superintendent stated that his report had been prepared in response to requests for accurate information concerning the accident situation in the Los Angeles elementary schools during recent years. The statistics cover the period since the school year 1931-32 because it includes approximately ten years before and after the blacktop program was begun. It was pointed out that the facts and statements are not presented in the report in an attempt to settle the question of blacktop surfacing, but that the report would afford a justification for this type of surface. The hope was expressed that the report would be helpful to the recently-appointed citizens' committee and to parents and other citizens.

Results of a survey of the fifty cities with a population of 200,000 and over, with respect to their school playgrounds, were summarized as follows:

1. Of all fifty cities over 200,000 population, twenty-seven have blacktop hard surface under and around all, or a substantial part of, playground apparatus.

2. Ten of the larger cities have no playground apparatus.

3. Nine of the larger cities have some covering other than blacktop hard surface under and around apparatus, although, in four cases, the covering reported was a form of hard surface.

4. Of the twenty-seven cities using blacktop hard surface, only two reported any community or other objection to its use.

An analysis also was presented of an investigation made in 1950 of twenty-nine school systems, involving seventy-three individual schools in the vicinity of Los Angeles. The types of apparatus found in these schools were essentially the same as those at the Los Angeles elementary schools, with this exception: a merry-go-round, teeters and parazontal bars were found at several of the schools. These types of apparatus provide opportunities for such action as climbing, hanging, sliding and swinging.

This information was compiled by George Butler, chairman of the National Committee on Surfacing. Mr. Butler is research director, National Recreation Association.

Prompt Surfacing Study

A resume of the findings showed that:

1. Of the twenty-nine school systems studied, the following only have blacktop hard surfacing under all apparatus:

Barstow	Glendale
Bloomington	Ontario
Castaic	Redondo Beach
San Bernardino	South Pasadena

2. Long Beach is the only school system that consistently uses sand under apparatus. (However, it should be noted that San Diego uses blacktop.)

3. Santa Monica uses sand under apparatus at most schools, although one school has blacktop hard surfacing under its apparatus.

4. Pasadena uses blacktop hard surfacing under all apparatus except the horizontal bars and the landing area of the slide, where sand is provided.

5. Burbank has blacktop under some pieces, sand under some and hard decomposed granite surfacing under others.

6. Beverly Hills has blacktop under all apparatus except under horizontal ladders and bars.

7. In a large number of the schools in small communities in the vicinity of Los Angeles, part of the playgrounds are surfaced with blacktop and part with decomposed granite or native soil; some of the apparatus is on blacktop and some on granite or native soil.

8. Of the fifty-two schools having part dirt and part blacktop surfacing, it was found that:

Nineteen schools had only blacktop hard surfacing under apparatus; eighteen schools had more than fifty per cent of all equipment on blacktop hard surfacing; fifteen schools had less than fifty per cent of all the equipment on blacktop surfacing.

9. The extent to which blacktop hard surfacing, decomposed granite or native soil was used under apparatus—as compared to sand or shavings—in all schools studied, is as follows (figures arranged in order listed above):

Swings	57%	37%	6%
Climbing Trees	57%	41%	2%
Traveling Rings	53%	38%	9%
Horizontal Ladders	32%	42%	26%
Horizontal Bars	9%	53%	38%
Slides	43%	39%	18%

The rate of accidents at elementary schools before and after the blacktop surfacing was installed also was recorded. It was shown to remain fairly uniform throughout the period from 1931 to 1949, and at no time during this period did the accident rate reach the high point of 1931-32, when there was no blacktop on the school grounds and when sand and sawdust were under a large portion of the apparatus.

In order to reduce the accident figures to a common basis, account was taken of (a) number of accidents, (b) number of pupil school-days and (c) number of pieces of apparatus. The following table shows the accident rate per one hundred pieces of apparatus for 100,000 student days for each school year between 1931 and 1949.

Year	*Rate*	*Year*	*Rate*
1931-32	.055	1940-41	.035
-33	.034	-42	.035
-34	.030	-43	.044
-35	.029	-44	.026
-36	.028	-45	.028
-37	.027	-46	.026
-38	.028	-47	.054
-39	.035	-48	.043
-40	.041	-49	.035

A table giving facts relating to the eleven fatalities which occurred during the twenty-one year period shows that the two most recent fatalities seem to have been related in some manner to the blacktop surfacing under playground apparatus. It is pointed out, however, that in spite of the increasing amount of such surfacing, there was no fatality between 1940 and 1948 that was connected in any way with it. Regrettable as every serious accident is, "it must be remembered that during the past twenty-one years there has been an average of 37,000,000 pupil-school-days each year, or a total of 777,000,000 pupil-school-days of playground use." In commenting upon the severity of accidents, the superintendent reported that in the Los Angeles city elementary schools, for the school year 1949-50, there were one and eight-tenths days lost per major accident, as against the national elementary school severity-rate of two and nine-tenths days lost per major accident for the same year. So few fatalities occurred, and the conditions involved in them were so varied, that it is difficult to generalize on the causes.

The report stated that evidence indicates that the local school principals are overwhelmingly in favor of blacktop surfacing under playgrounds and around playground apparatus. Nevertheless, the Board of Education has expended more than $20,000 on experiments with other types of surfacing during the past two years. Statements from a number of principals are quoted and they reveal that blacktop sur-

facing is superior to other types formerly in use. Among the reasons most commonly cited are that a loose material gives the child a false sense of security, that boxes and other types of enclosures for loose materials under apparatus constitute a constant hazard and that sand and other materials tend to be spread upon the paved main areas, thereby causing children to slide and fall. It seems reasonably clear that some of the principals praise blacktop in contrast to the bad dusty conditions that formerly existed, rather than because of its inherent good qualities. It seems possible that a number of them favor it primarily because it simplifies the problem of playground maintenance.

In his concluding statement, the superintendent admitted: "The general conclusion of those who are most familiar with this problem is that the major factor is not whether the surfacing on the playgrounds under and around the apparatus is dirt or sand or wood shavings or blacktop. The major problem is one of pupil instruction on proper usage and adequate and thorough supervision and control by the instructional and supervisory staff.

"There is a very strong opinion among the school people that pupils can be instructed to care for themselves more effectively, and that a more efficient program of supervision and control can be carried on when some such surfacing as blacktop permits more permanent arrangements for usage and continuity of program. In other words, teachers and supervisors and principals have found that blacktop hard surfacing actually promotes safety. The facts that have been given in this report bear out their experience.

"It would be natural for a layman, who has not had extensive experience with actual playground conditions, to look at blacktop hard surfacing and immediately draw the conclusion that it must be more dangerous because it is hard. But a more careful analysis of the situation necessitates a consideration of all the conditions that enter the problem and leads to the conclusion that the answer involves much more than simply contrasting the hardness of surfaces."

The Citizens' Advisory Committee Reports

The committee appointed to make a study of playground apparatus and surfacing, and to make recommendations for such changes or adjustments in the present policy or practice as they deemed necessary, was composed of thirty members. Ten were members of the school staff appointed by the Board of Education on the recommendation of the superintendent; ten were persons appointed by the Tenth District Congress of Parents and Teachers; and the others were members-at-large appointed by the other twenty. Great care was taken in selecting the personnel, who represented a wide range of experience and interest. Committee members were asked to make their decisions upon the basis of the facts involved and to serve individually and independently without regard for group or affiliation. A total of fifteen committee meetings was held in accordance with the schedule and a large number of consultants and experts were interviewed. They included turf consultants, ground maintenance experts, physicians and surgeons, safety engineers, physiologists, an engineering professor and a recreational executive. Comments of most experts were recorded on tape and filed with the board.

"The committee examined many materials, such as bitumul mixed with each of the following substances: cork, sawdust and rubber. Insulating cork blocks, various types of sponge rubber, sand shavings and plastic materials also were examined. The doctors, safety experts and other specialists who were consulted all varied in their opinions as to the suitability and practicability of these substances.

"Because of the many varying opinions, the committee visited several school sites to observe the different types of experimental materials which were installed at these locations.

"This procedure was considered most important owing to the fact that the original cost of any installation recommended by this committee must be considered together with its durability, the effectiveness of the material to prevent accidents or to afford protection, the maintenance of the material and what, if any, are some of the added or potential hazards which this type of installation might create."

Conclusions

Conclusions reported by the committee on the basis of the procedures previously outlined and the information procured were:

1. The inherent desire of children to participate in the recognized physical education and playground activities in the schools and the importance of the physical and social values gained from these experiences indicate that there should be provided a well-planned, organized and complete program of physical education and recreation for pupils. Apparatus activities are an integral part of this program and should be included.

2. Some type of shock absorbing material should be placed underneath apparatus.

3. Blacktop is a suitable and desirable surfacing material to be used on playgrounds other than under apparatus.

4. Supervision and instruction in the proper use of apparatus are essential and most important factors in the reduction of accidents.

5. More accurate information is needed on the absorptive qualities of materials investigated before a specific recommendation can be made of any particular substance for use underneath playground apparatus.

6. Serious injuries owing to falls result from the manner in which the body strikes the surface and are not necessarily caused by the type of surface upon which the fall occurs. However, the use of an absorptive material under apparatus would probably lessen, to some degree, the severity of injuries from falls.

7. The general program of physical education and playground activities, together with the apparatus activities, establishes the need for two distinct areas on school grounds:

a. General game and court areas in which the playing surface is directly related to the playing of the game. This includes softball, kickball, volleyball, basketball, tetherball, four squares and so on.
b. Those areas in which physical education apparatus is located. Activity on this ap-

paratus is indirectly affected by the surface underneath. This includes:

Primary Grades (kindergarten, first and second grades)
Multiple climbing trees
Horizontal ladders
Low bars
Swings
Slides

Intermediate and Upper Elementary Grades (third through sixth grades)
Traveling rings
Climbing poles
Horizontal ladders
Giant strides

The recommendations of the committee, which follow, are concerned with the areas listed above.

Recommendations:

1. That some type of protective material, capable of absorbing the shock of a falling body, be installed, at the earliest possible time, under the following pieces of equipment and in the following order:

a. Multiple climbing trees (kindergarten and primary grades).
b. Horizontal ladder (kindergarten and primary grades).
c. Two low bars (kindergarten and primary grades).
d. Traveling rings (grades three through six).
e. Climbing poles (grades three through six).
f. Horizontal ladders (grades three through six).
g. Swings (primary grades).
h. Giant strides (grades three through six).
i. Slides (kindergarten and primary grades).

The following materials were studied and considered:

Bitumul mixed with cork
Bitumul mixed with sawdust
Bitumul mixed with rubber
Cork blocks
Rubber of such types as sponge, tile and so on
Sand
Shavings
Tanbark
Turf
Vinyl substances

The specific material selected for use beneath apparatus will necessarily have to be determined by the height of each piece of equipment, the purpose for which the apparatus is to be used, the suitability of the material and the cost of material in each instance. It is urged that one or more of these or similar materials be selected for installation by the Board of Education upon the recommendation of the physical education staff and the business division on or before September 1, 1951.

2. That playground apparatus listed in Item 1 of these recommendations should not be reactivated until suitable protective materials are provided over blacktop beneath the apparatus.

3. That blacktop be used on the general play area, other than under apparatus, and be retained as a standard type surface.

4. That the activities listed in Item 7a. of the conclusions be reinstituted wherever discontinued.

5. That the Board of Education establish required standards for yard supervision by classroom teachers during the entire school day. Emphasis likewise should be placed upon a strong and continuing instructional program in the proper use of each piece of playground apparatus as the equipment is returned to use after having protective surfacing installed.

6. That the school district continue to seek information leading to the development of more satisfactory cushioning materials than are now available. Engineering research departments of the various local universities and industries should be solicited to participate in this research program.

7. That all the minutes of the meetings of this committee be made a part of this report.

Conservation

A FARSIGHTED GROUP of American scientists has established an organization called the Nature Conservancy, with headquarters in Washington, D.C., and now is inviting everyone interested to join. Its objective is to encourage the formation—for permanent preservation and study—of those nature reserves which still are in their original state and also small areas with unusual plant or animal life or geologic features. In addition to their obvious use in the study of basic biological research, these virgin tracts of land will one day be of incomparable interest as the sole survivors of the America that was. The important thing is to save as many of the diverse types as possible—now.—John Bertram for the *New York Times*.

Fig. 1—Gift wrapping paper makes this design in green and gold.

Easy-to-Make

Sample Fill-In Verses

The best of Christmas wishes
From (Mary Surname) to you—
May the joy of the Yuletide
Gladden the New Year too.

From (Junior to Grandmother)
Comes this greeting sincere
For a very Merry Christmas
And a Happy New Year.

Here's a Christmas greeting
From (Mary and John) to you—
And may your New Year be
Happy all the way through.

The (Smith Family—all three) wish you
Loads and loads of Yuletide cheer
And many, many happy days
All throughout the coming year.

TO MAKE THE CARDS described here requires no special training, talent or expensive materials. A most pleasing card can be made from a sheet of writing paper and a small scrap of gift wrapping paper, construction paper or even crepe paper! With the addition of a Christmas seal or two, sometimes a bit of ribbon and a personalized verse, samples of which have been included here, a card can be made that is novel and unique—one that will be sent with pride and received with pleasure.

With each of the above sample "fill-in" verses, no other signature is needed. Write the verse in a color of ink that blends in with the rest of the card. Add your Christmas seals *after* placing the verse, for it sometimes happens that one of the margins around the verse is unintentionally made too wide and will accommodate a seal placed in its center.

School or Club Colors

Cards made in school or club colors are attractive and appropriately different. Almost any plain white paper that will take ink may be used if it is not too flimsy. To make a card of double thickness (Figure 1), fold a sheet of writing paper crosswise through the center and then fold this double sheet through the center again.

The regular boxed stationery that comes with matching envelopes is perfect for this purpose. It comes already folded once and needs only to be folded again through the center to make a card of the right size to fit the envelope. The heavier quality of paper is better for this purpose. Tinted paper should not be used, because colored ink shows up more vividly against a white background. Likewise, a design made from colored paper is much more effective upon a white card.

The three most difficult colors to handle in a design are gold, black and white. Use one of these in combination with another color.

When One of the Colors Is Gold . . .

The Christmas stocking design shown on the card in Figure 1 was made from gift wrapping paper. The larger stocking was cut from gold paper; the smaller one, from green gift wrapping paper with a satin finish. The smaller stocking was then pasted onto the larger one so as to make a border of gold around the green.

Instead of using paste or mucilage with this kind of paper, better results will be obtained by using a ten-cent bottle of clear fingernail polish. It gives a smoother, neater appearance to the finished card and will hold indefinitely.

MRS. MURPHY, *now a housewife, has taught school in three different states; her hobby—originating party ideas.*

Florence L. Murphy

Christmas Cards

Apply it sparingly to the under edges of the smaller stocking. Any slight unevenness in the border can be trimmed off with the scissors after pasting. A small Christmas seal, preferably a Santa Claus head with white whiskers and a bright red cap, placed near the top of the stocking, adds just the right Christmas touch.

The design now is ready to be pasted onto the front of the card. Note the slightly tilted position, with the toe turned towards the lower right-hand corner. Again fingernail polish is used—this time under the edge of the larger stocking, except across the top, which is left open for the tiny note that is seen protruding from the stocking. Before the "paste-polish" has had time to dry, slip the note in and out, to make sure that the opening is wide enough. Then leave the note out for a few minutes until the polish is thoroughly dry, so as to avoid the possibility of its becoming glued in with the design.

Cut the note from plain white writing paper; fold it through the center and write the name of the town in which you live (or the name of your school) at the top, so that it will be visible on the part of the note that extends above the stocking. On this card, green ink was used to write the verse across the two inside pages, as shown in Figure 3.

Make your own patterns, which may be used indefinitely, by doing a simple drawing of a stocking in two sizes, as in Figure 1.

When One of the Colors Is Black . . .

For a red and black design, use a stocking made from red construction paper, with a *Bible* or any other book, made from black construction paper, protruding from its top. Write the title of the book at the top, using either gold or white ink. Decorate the top with a white snowman seal. Library paste should be used with this type of paper.

If you are using a card that opens along the right-hand edge, paste the stocking in the same position as shown for the design in Figure 1. If you are using a card that opens at the bottom, paste the design in the same position as shown for the crepe paper stocking in Figure 2, and write the words "MERRY CHRISTMAS" with black ink (preferably India ink), as shown. The fill-in verse used with this red and black design also should be written with black ink. A small red Christmas seal (poinsettia), pasted in the widest margin, brightens the page and helps to carry

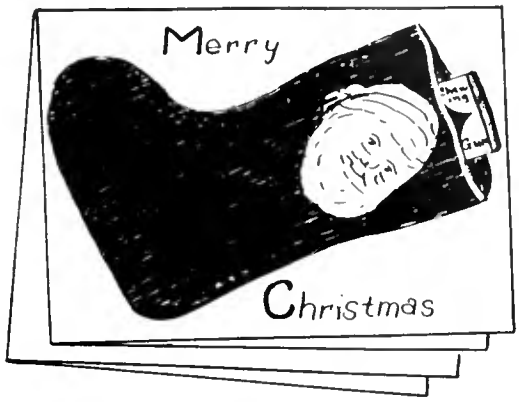


Fig. 2—This crepe paper stocking holds a stick of chewing gum.

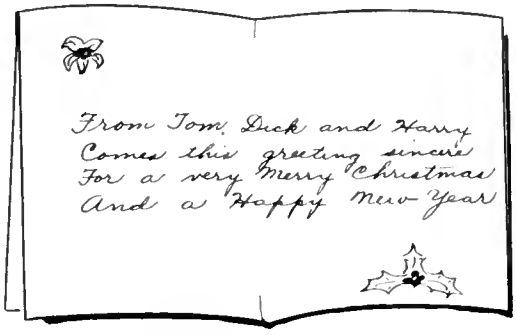


Fig. 3—Fill-in verse written across both inside pages. Small Christmas seals used for decoration.

Fig. 4—Fill-in verse written on lower half of card. Ribbons and a Santa Claus seal used for decoration.

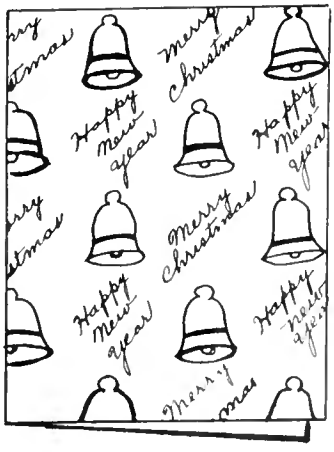


Fig. 5—Gift wrapping paper with an all-over design covers front and back of this card.

out the red and black color scheme.

When One of the Colors Is White . . .

The card designed in green and white, Figure 2, uses a Christmas stocking made from green crepe paper, letting the background of the card supply the needed white.

To make this crepe paper stocking, use only the larger stocking pattern. Place the pattern upon the double thickness of the paper, with the length of the stocking crosswise, and cut two stockings of the same size. Then stitch the two together along the edges, except the top, using thread of a matching color. A sewing machine can be used for this. Decorate the top of this stocking with a small, colorful Christmas seal, as shown. It now is ready to be pasted into position upon the card, using library paste. A small dab of the paste at the heel, at the tip of the toe and under each corner at the top of the stocking is all that will be needed to hold it firmly in place. Figure 2 shows this design used upon a double thickness card, opening at the bottom. The stocking thus designed from crepe paper has enough stretch to it to hold either a stick of chewing gum or a folded check or paper money, and makes a most welcome card.

Decorative Ribbons

For those who would like to try them, ribbons in school or club colors, to match the cover design, add a decorative touch and can be used in either corner of a card. Figure 4 shows the inside pages of the card designed in green and white (Figure 2), the green and white ribbons about a fourth of an inch wide, in the upper right-hand corner.

Use a paper puncher to make two holes through only one thickness of the paper—so that the ribbons will not show on the front design. Cut the ribbons about three inches long; run them through the first hole from the inside; then across underneath to the second hole and back through to the inside page as shown. The ribbons should now be pressed into position with the fingers before trimming off the ends to conform to the edges of the card. A Christmas seal may be fitted into the space between the ribbon holes—a full-length Santa Claus, for instance. If placed so that his pack fits into this space, he gives the impression that he is walking across the page, carrying the school colors in the pack upon his back.

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All-Over Designs

One of the most attractive and easy-to-make cards is the all-over design, as shown in Figure 5. This is made by covering white notepaper (both front and back pages) with gift wrapping paper.

Write your Christmas greeting verse across the two inside pages of the notepaper. Then cut the designed paper about half an inch larger than the size of the notepaper when it is opened out flat. Paste the notepaper to the inside of the designed paper, with the edges of the latter extending beyond the edges of the former.

Again we use a ten-cent bottle of clear fingernail polish for that smooth, neat appearance for the finished card. Apply the polish sparingly under the edges of the notepaper and place it in position upon the design paper. Before it has time to dry, open and close the card, a time or two, smoothing out all wrinkles as you do so. When dry, trim off the extended edges of the designed paper with scissors, using the edges of the notepaper as guidelines. In this way, a much neater, straighter edge will result, and the card will have the appearance of having been made from only one thickness of paper.

Try interesting designs with Christmas seals, too. One large, heavy Christmas seal, with a sheen to it, or one in bright colors, makes an attractive design when used alone upon the front of a card. In making a design with several small seals, choose one for the center. None should be sealed in place, however, until the desired effect has been obtained by arranging and rearranging the seals. With such an endless variety of styles, sizes, shapes and colors from which to choose each year, designs can be patterned to fit any mood—gay, frivolous, serious or devout.

Triple Folds with Snapshots

A card that is doubly welcomed by persons away from home at Christmastime is one with a snapshot of family or friends. The triple-fold card has space for the picture on the first inside page, with the verse written across the other two pages. To make this, use heavy writing paper, cutting it down to ten and one-half by five and one-half inches. Fold it crosswise at places marked three and one-half inches from both the left and the right edges. Any of the designs previously described may be used to decorate the outside front page. Before pasting the snapshot in the center of the first inside page, be sure to trim off all the white border from around the picture. The background of the page then will make a nice mounting for it.

Mailing Your Cards

After making your cards, be sure that they will be delivered by addressing them properly. A card with the verse written or printed by hand is first-class mail and, as such, must carry the regular letter rate of postage, whether sealed or unsealed. First-class mail always is given first consideration, with every effort made to effect delivery to the addressee. Failing in that, it will be returned to the sender *if* the return address is written upon the envelope.

Mrs. Ples Harper

CHILDREN PHONE SANTA

HAVE YOU, as a child, ever wanted to give Santa a ring at Christmastime? Or have you called your little boy or girl and tried to pretend that you were Santa Claus? Or have you had a friend call in order that you might listen in and find out what your children wanted for Christmas? Well, a strange thing happened in Canyon, Texas, last holiday season.

Canyon is a small town in the Panhandle of Texas, and you would hardly think old Santa could find it Christmas morning. Well, you are wrong; for Santa found Canyon almost a week before he was scheduled to make his yearly trip. Through an arrangement with the telephone company and the recreation department, all the children in Canyon were permitted to call Santa Claus just by asking the operator for Santa at the North Pole. In fact, 266 young people made that important call.

In talking with the jolly old fellow, the children heard music and the helpers making the toys, and even talked with Mrs. Santa as she was busily filling orders. Some of the children should be quiz masters, for Santa was confronted with such questions as: How many reindeers have you? What do you feed them? When do you eat? How many helpers have you? Why is Rudolph's nose red? Do you know where my grandmother lives because I will be there Christmas morning? Do you know I have a new sister?

Santa talked with the young people as if he were living right here in Canyon. He knew so many of them by their first names and what he had brought them last year. He asked them if they had a tree this year . . . told them to be sure to leave the front door open for him. A number of the parents had to call Santa so he could tell the children to leave the front door open only on Christmas morning, and not every day and every night. Santa was a great help to many mothers of Canyon—getting the children to take their naps and telling them to be sure to obey their parents and to go to bed early, or else he might miss their homes on Christmas.

From the semi-annual report of the Canyon Community Recreation Department.

The telephone operators had to be ready with some clever answers, too, throughout the three days the children were allowed to call. The phones were kept so busy that the children wanted to know why their calls did not go right through to the North Pole. The operators had to remind them that Santa had to keep the ice off the backs of the reindeer. He had to doctor Rudolph's cold which, by the way, is the reason his nose is red. Santa may be at the post office getting his mail. He could be helping Mrs. Santa fill orders. And, don't forget, he has to spend a lot of time working on the route he is to take on Christmas.

Santa Claus reports that his talks with the Canyon children were wonderful; and, who knows, he may again be able to talk with them this year. In fact, with the fine cooperation of the telephone operators and the recreation department, Santa may have a direct wire to Canyon this Christmas.

Other Canyon Christmas Program Features

While all the above was going on, the Canyon Music Arts Club and the recreation department joined in sponsoring an outdoor community sing on the courthouse lawn on the evening of December twenty-third. The program was an outgrowth of three previous indoor community choir programs which the club had sponsored.

Mr. Massey, of the recreation department, had arranged Christmas decorations on the courthouse, placing a well-lighted nativity scene on the roof, a large Christmas tree on the ground (loaned by West Texas State College) and a huge wreath over the front windows (loaned by the Music Arts Club).

The program included a bugle call from the roof, a male quartet singing carols from a balcony, some introductory carols broadcast on the chimes from the Methodist Church and a special number by the junior high school choir. The choir was arranged in single file on the fire escape, wearing white scarves and caps, and making a very decorative zigzag from the ground to the roof of the building.

About two hundred persons gathered to sing, and accompaniments were played on a reed organ loaned by the Baptist Church. The space around the courthouse was filled with cars of listeners. As the climax to the closing song, "Joy to the World," the youngsters on the fire escape turned sparkling letters toward the crowd. They spelled out "Merry Christmas."

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A young master of mechanical science puts on a moving picture show with a homemade film, revolving on two rolls—one at each side of the "screen." The machine can be made by the average boy or girl at a woodwork bench. The plot and "scenario" were dreamed up by the children themselves. It is safe to say that much of the fun is in the making. Double features are the rule.

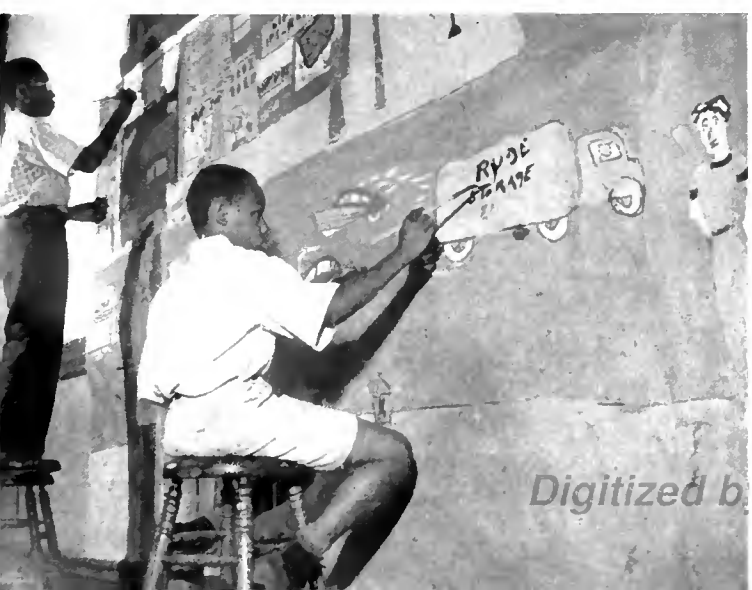
It doesn't take movies—but ju
youngsters enthralled. There'
sometimes held in a nearby p
These play school children v
hood library once a week.

This urge for dramatic play continues in teen-age. The older children become, the more they look for something important to do—such as printing a newspaper and meeting deadlines. Many school children take a keen interest in getting out a "real" paper, replete with editorials, poetry, news stories and "art." This, also, is a way of "practicing what they are learning." A newspaper offers opportunities for development of varied talents.

The Urge

Play is the business of childhood-
ing child through which he imita
ment. It is a way of practicing what he i

The accompanying photographs ha
City and are reproduced here throug
tion, 119 West Fifty-seventh Street, N
has available, for fifteen cents, a list of
children of school age—which should



These two brothers, having outlined a project for themselves, are busily engaged in getting it under way. They made their own observations, a plan of the mural, and have painted every inch of it themselves. Still in their early teens, the boys have learned many of the techniques necessary for working together to complete the job in good order as well as to the satisfaction of all. The mural project promotes originality.

This all began with
Blocks of all sizes an
of materials for use b
out dreams and observa
must equal developme

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d old-fashioned book—to hold
ng like the storytelling hour,
absorb an eager young mind.
storytelling lady at neighbor-

Most children love to play grocery store—boys behind the counter handing out packages and girls doing the shopping. Make-believe market may be made from pieces of old wood or cardboard; covering for fruit stands from cast-off awnings or even old sheets, painted with water colors. Chance for dressing in grown-up clothes proves a most exciting part of such "pretend" play.

r PLAY

of the major patterns of the develop-
nd dramatizes his immediate environ-
ing and playing out how he feels . . ."
en taken in play schools in New York
courtesy of the Play Schools Associa-
ork 19, New York. That organization
ment and supplies for play centers for
luable to recreation leaders.

The child of ten or eleven years wants to be useful, and does his best to learn real, grown-up skills. Handling a saw, hammer and nails gives the deepest satisfaction. Though these children appear to be earnest, they are in reality having great fun, especially when making things to send to toyless children overseas. Girls, as well as boys, prove adept with these tools, and frequently prefer a wood-working project to more feminine occupations.

which grew and grew.
provide the right kind
age children in carrying
quipment for each group

Even five-year-olds learn to handle a needle and thread—of a type just right for untrained eyes and uninitiated fingers. Even for the boys, this is fun; and especially so when they, too, are making an animal toy to send to a child overseas. Also, those who do not have real pets are often interested in making toy dogs and cats and those animals seen at the zoo and on the farm. For youngsters, animals hold great interest.

German Leaders

A TRAINING CONFERENCE on community recreation, sponsored by the office of the United States High Commissioner for Germany, for the whole American Zone, was held at the Haus Schwalbach in Hesse from January 4-10, 1951. Reports of this conference are of interest to recreation leaders in America because they afford a comparison between the objectives and procedures in Germany and in the United States and indicate the influence of American leadership in the development of democratic ideals and action in the American Zone.

The conference was attended by approximately sixty German experts, from all parts of Germany, representing local youth and sports organizations, education and welfare departments, city planning and architectural offices, church and civic groups, private and governmental agencies, rural and urban districts. Present were architects, teachers, youth workers, kindergarten leaders, sports and playground directors, community center leaders, adult education advisors, church workers, physical educators. About thirty city officials and other county guests also were present at the closing session.

The main emphasis of the conference was upon local responsibility for recreation for all ages and interests, and the coordinated planning of citizens groups with local government in obtaining facilities, leadership, legislation, finance and public acceptance to make recreation possible as a free community service. The economic importance of recreation to the productive capacity, as well as the happiness, of workers, and of free-time cultural and physical programs as a counterbalance to long hours of work was emphasized.

The conference was conducted under the leadership of Austin J. Welch, Chief of Youth and Community Activities Advisors under HICOG. The main topics were treated in four workshops on facilities, programs, leadership and finance, led respectively by C. P. L. Nicholls of the Los Angeles Recreation and Parks Department; Jay Ver Lee, Superintendent of Recreation, Colorado Springs, Colorado; Miss Elizabeth Wilson, formerly on the City Recreation Department staff in Louisville and now in Germany; and Jack Houlihan of the Philadelphia Community Chest.

Mr. Welch concluded his introduction to the conference, which dealt with the question, "What is Community Recreation?," with the following:

"Recreation has significance here now in Germany, where the people—because of long years of war, the privations following after the war and, at present, sustained anxiety over the world situation—are jaded by fear, sometimes beyond the ability to be creative or capable of joy. The mental health of individuals and the nation demands it. Recreation is no panacea for all economic and social ills, but it can be a vital force in forging the happiness and freedom of a people."

The presentation by the American leaders contained little that is new to readers of RECREATION, but the summary reports presented by German leaders, in several cases representing committee discussions, shed much light upon current thought and action in Germany.

It was pointed out that, "when considering the professional career of a recreation leader, we must not forget the great importance of the voluntary workers. Not only will youth leaders, parents and teachers facilitate the work of the program director, but the whole success of a program in a community center will depend largely upon the community's participation in the planning and conducting of the program. These voluntary workers also will express the need for some training. This would probably mean short-term and in-service training."

The importance of assuring professional status for recreation leadership also was a matter of concern, "for a person who does not feel recognized and secure in his job will not be able to have a guiding, helping and stimulating effect upon others. The recreation leader must not be paid only as a janitor."

It was further stated:

"The greatest difficulty seems to be that the importance of such a profession must be interpreted to the wide public with all of its implications. The public must learn to understand that, especially in our times, the recreation leader is a necessary supplementation to the home, the school and the church —that is to say that he does an important educational work.

"For, through play, the child learns to assume responsibility, get along with others, respect the opinion of others and help those who are weaker than he.

"Thus we hope that this great sig-

Discuss Community Recreation

"Members gave evidence of having grasped a good understanding of [the] American philosophy of public recreation."

nificance of recreation program and leaders soon will be realized by many communities and cities, for youth and adults will lead happier and more contented lives if they have an opportunity to find relaxation and joy in the recreation program of their community, to balance school and work and the worries of everyday life."

The importance of cooperation was stressed in a report on program planning. "To get a very broad and varied participation of the whole population, it is important to find the right form of administration and program planning. This only can be done by close cooperation in planning between the two parts. A possible solution of this problem would be a recreation committee composed of laymen among citizens, youth, representatives of schools, organizations and city administration. It is, however, important that these selected members have an intensive interest in the recreation program. It should be the responsibility of this committee to work out the policies for a year-round program, which should be put into realization by a full-time recreation director, with his staff and volunteers. There would be a good solution of the administration problem if the director also could be responsible for the administration of those fields which closely are related to the recreation program, such as: sports, youth, administration of sports and playfields, and parks. This would guarantee the best possible coordination."

The report likewise pointed out that, in small communities, possibilities can be found in the reawakening of old customs and traditions, dances, music and plays. In respect to the need for care in initiating a program under government auspices:

"The groups with an ideological program content especially are often afraid that a recreation program carried through by the city administration could be used easily for enforcing political influence. These fears and, consequently, the urge to stay away from administrative influence can be overcome by representation of these organizations in our committee. By trying to get the population acquainted with these partially new ideas, we found that the press lacks positive cooperation . . . especially the big newspapers, which pretend not to have enough space. Since this recreation program should be a community matter, it seems most important to win the local papers. They, in turn, are open-minded towards our projects. . . . "

The need for legal authorization for financing recreation programs through municipal funds is apparent. A report on interpretation and financing stated:

"If, by interpretation to the public and successful work with already-existing facilities, we reach the point where the citizens and the city administration basically accept the idea of community recreation and designate a definite place for it in the budget, then we can speak of success. It will be the best foundation for a healthy, further development of the idea if all citizens themselves, and all agencies formed by them, support the work well and noticeably.

"This is a necessary presupposition, because we cannot base our work upon collections and donations. The creating of community recreation means to have courage for something new, especially in the present troubled time—new not so much to the basic idea as in form and content."

A statement on the "Establishment of Installations of Recreation and Leisure Time" indicates that recreation is recognized as an important phase of city planning in Germany today. Conditions in rural areas and small towns also received consideration, and their needs and resources were pointed out as follows:

"In the most quiet valleys, on the lonely heath and on the seashore, the need is the same; refugees and expellees, widows and orphans and bombed out people are living everywhere. Masses of homeless people are wandering through these areas and they also need help. But these landscapes offer natural sources in abundance with their forests, which may be used for recreation camps, the meadows, streams, lakes and pools. With the good will of the population, they may be used for the recreation program. Sometimes there also is a barn, a community hall or similar rooms, which may be changed into community recreation centers. The rural areas and smaller cities still have the old tradition, a community feeling of belonging together, which the

city population generally is lacking. Certainly the rural community needs additional facilities for community activities, but, above all, it needs qualified leaders, who—as the conference has shown—may realize things which seem to be most impossible."

The importance of introducing nature into the city was stressed in this way:

"Just as a plant or tree is growing, with the fine ramifications, with leaves and blossoms, the city should be growing. It should not spread like a jellyfish, but should be adapted to the landscape in units which may easily be surveyed. The terms of 'city landscape' and 'neighborhood' were created. Everybody should again know his neighbor and should live as a human being among human beings.

"Thus city planning seems to be an essential point for the planning of a recreation program. This program finds its particular structural character in the neighborhood center."

Reference was made to the city plan worked out in Bremen in 1947, under which real estate for new school buildings, kindergartens and sport grounds has been made available or is planned. New schools are planned in such a way that they serve as community centers, and care is taken that sites are large enough so that playgrounds, sports grounds and school gardens are available. Kindergartens and youth homes also are provided with necessary equipment and outdoor facilities. The number of gymnasiums increased from seven to fifty-one through reconstruction and new building. Playgrounds, parks and swimming pools are being restored.

Reference was made to the ruined areas in Berlin, which have become green parks and playgrounds, and to youth centers which have been constructed in several cities. Emphasis was laid upon the importance of community cooperation in planning. "These homes and community centers should not be built by administration authorities or architects, but by those who use them. The people who live there should consider the facilities as their property and should not feel like guests. The right of possession of things is gained only by one's own work."

Leadership and staff are indicated as very important factors in the success or failure of the recreation program, in another report. The problem of providing competent leadership is faced as follows:

"In the beginning of the recreation program, we will have to depend upon personnel, already working in youth work, who have gone through the existing leadership training schools or even such persons who have successfully worked in youth work previously. For program planning, for conducting and administration, as well as for the practical and technical leadership, a professional staff is indispensable. Because of the importance of their work, this staff should have a position which gives them good financial security. . . . In furthering and strengthening the program, the introduction of adequate and recognized training as a social leader will be most necessary."

In considering the factors which must be used to influence public opinion, suggestions were offered in the field of interpretation and publications:

1. Only bring facts for which basic material is available;
2. Publications should be written in such a way that they can be understood by everybody;
3. When requests or wishes are turned in, they also should say what existing sources already have been used;
4. Try not to blame other persons for any existing discrepancies; always have courage to see one's own faults;
5. Any criticism should be accompanied by suggestions as to how to do it better;
6. Try to win co-workers who can be taken seriously;
7. Publications should show, in addition to basic technical information, that they are not written for the sake of projects, but for the sake of human beings.

A report on recreation projects in rural areas pointed out that the rural population works long hours, has little opportunity for relaxation or enjoyment of cultural events, often lives under poor housing conditions and particularly faces special problems because of the influx of expellees and refugees. The following suggestions were offered:

"Experience shows that the already-existing groups in rural areas (i.e. home-country associations, sport unions and so on) seclude themselves from others and may be won, only with difficulty, for the idea of a common program of all forces in the community. Therefore, the preliminary plans for a recreation program must first be discussed in a small group of qualified people forming a kind of an initiative working committee.

"The rural population, owing to its former seclusion and outdated forms of social life, is not easily accessible. The hard fight for existence in the rural areas confines the people and makes them suspicious toward any plans which need substantial support. Therefore, any propaganda and interpretation must start from those persons who have the most confidence and respect in the community."

The problem of raising funds for rural recreation was considered at length. It was argued that a project must be demonstrated as being for the benefit of the entire community and, therefore, for the benefit of each individual donor. Help from outside the community should be used only after all possibilities within it have been exhausted. Likewise, foreign sources of support should be sought only as a last resort.

The report concluded with the following statement of aims of recreation in rural areas:

1. To promote the physical, psychological and spiritual forces of the rural population and relaxation from daily work;
2. To arouse community feeling, particularly between strangers and indigenous people;
3. To arouse a feeling of responsibility for fellow-citizens and the neighborhood;
4. To vivify the traditional cultural life in rural areas;
5. To ameliorate the social needs (expenses for hospitals will be saved, also for prisons, reduction of traffic accidents, and so on).

"All these things are contributing to the aim of giving the people in rural areas their self-confidence and of rooting them deeply in their soil (decreasing the migration from the country)."

Evidence of the interest of the German leadership group in continuing their opportunities for further training was in action taken at the end of the conference, when a committee was formed to help plan future conferences.

Service Clubs in Recreation

Everett R. Scherich

The Lions Club brings "Happy Humphrey," of comic strip fame, for a visit in Jackson. He is being welcomed at the Kiwanis Playground.

THE VALUE OF LOCAL service organizations to a community recreation program can be great, and a recreation department should utilize them in small things as well as in the promotion of large bond issues. This is well illustrated by what has been done in Jackson, Michigan. Owing to Jackson's late start in the recreation movement, the hard times of depression years and to a general reluctance upon the part of the school system and the city administration to assume recreation responsibility, Jackson had little of which to boast in the way of facilities, except those of the world's largest prison.

In the middle of the worst depression years, however, the local Kiwanis Club took the initiative and purchased some available ground in the northeastern section of the city; the Rotary Club followed suit by excavating a side hill, in a very thickly-populated area, for recreational development.

The idea then spread to the Exchange Club, which found some land in the south section of the city. Members purchased a few lots, upon the consideration that the city buy more in that area which were available on tax sale. Not to be outdone, the Lions Club asked permission to put a fence and improvements on some vacant lots in the north central section; and, more recently, the Optimist Club developed playground plans. Therefore, when I took over the duties of recreation superintendent in Jackson, all service clubs had at least one playground named in their honor.

The condition of some of these playgrounds, however, was such that it is hard to understand how the clubs tolerated having their names attached to the projects.

I was skeptical as to whether, under this setup, the playgrounds ever would be developed properly, and I definitely felt that playground developments should be by bond issue and charged to all the people. The first step would be to bring them up to standard. The clubs must be made to realize their responsibility in making their own playgrounds something of which to be proud. This decision certainly has paid off — although we were practically forced into making it.

By the fall of 1948, the Kiwanis Club had purchased a beautiful fence for its property. An agreement was reached with the recreation commission whereby the commission would build a model shelter house, its construction to be supplemented by Kiwanis funds. By the time the shelter was completed, the entire club had been activated by the playground movement.

When it was pointed out that the way to treble attendance was to light the playground and make it available for night play, it became an easy matter to sell the Kiwanis board on this idea. To bring lights to this project in 1949, the recreation commission had to advance five hundred dollars to complete the deal. In January 1950, the five hundred dollars were returned to the commission. By this time, the value of lights to the community recreation program had been realized by other clubs. The Exchange Club had some funds available for lighting equipment, but not enough; therefore, the five hundred dollars which had been repaid by the Kiwanis Club were turned over to it, to be repaid last winter. Hence, lights were established during that summer at Exchange Field. The recreation commission then transformed this miserable rockpile and dump into one of the best playing fields in the state. The plan was working in two ways: It had inspired the club to make improvements and, at the same time, had prodded our commission into making further improvements to bring the playground up to standard.

The fence and shelter house were completed at Kiwanis Field during August 1948. These projects achieved so much publicity and awakening of civic consciousness that the recreation commission was approached by the Lions Club, whose playground was the best equipped at that time, as to what it could do to improve its field.

Little persuasion was needed to get the club to illuminate part of its field

Author EVERETT R. SCHERICH *is superintendent of recreation, Jackson, Mich.*

that fall. This system was completed in the summer of 1949. Attendance on this playground also trebled, as had been the experience at Kiwanis Playground. (This particular area was in the heart of a colored section. Delinquency in the area decreased immeasurably when the field was lighted for night activities.) Lions Club members are very proud of their development.

In the summer of 1949, the Rotary Club was approached by the department and persuaded to provide funds to fence its playground. It also has set up the machinery and funds for continual development. The Exchange Club, having lighted its field, now is making plans for a model shelter.

By this time, members of the newest and smallest service club in the city, the Optimist Club, were anxious to do their part. Some available city land, in the northwest area of the city, had been designated as the Optimist Playground. It was hard to keep this enthusiastic group of young men in check until certain school plans had been developed, so that the playground was sure to be permanent and would not have to be abandoned.

In the spring of 1950, however, the Optimists, given the "go ahead" signal, agreed to build a model shelter, including a large storeroom, two toilets and a large covered porch, eighteen by twenty feet, if the recreation commission carried its share of development. Three thousand yards of dirt were removed and the land leveled. The Optimists built their shelter, but ran five hundred dollars short. So the recreation commission advanced the necessary money. The building now is completed and the funds are again available to another club for improvements.

What better use could be made with service club funds than this? What greater opportunity to serve humanity? You, in recreation, know the answer. Public recreation reaches all people, without regard for race, color or creed. Instead of being committed to small, isolated projects, all of the clubs are striving to make Jackson known for its fine playgrounds and recreation facilities.

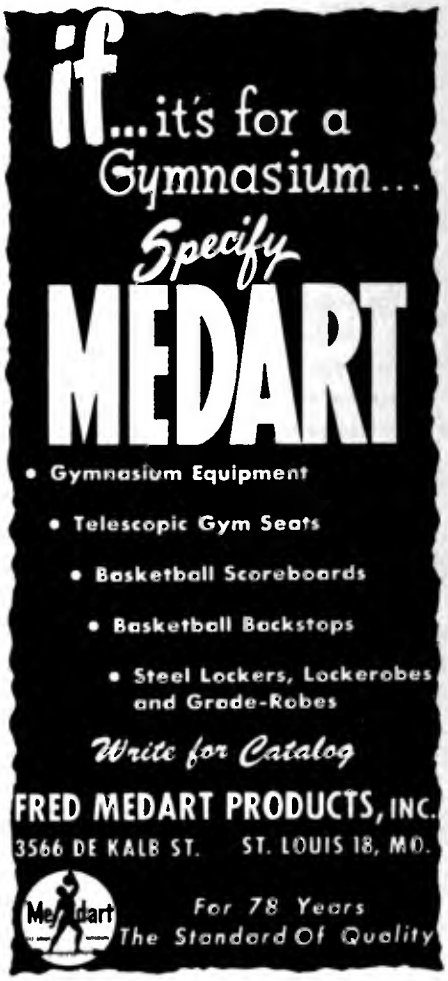
Will this situation hurt the bond issue for a lighted enclosed ball park and a beautiful swimming pool? We will take our chances that these same clubs will back, one hundred per cent, the big project when the commission is ready to put it on the ballots; and it will pass by a large majority, because five hundred service club members will see that it does so.

True, the spirit of rivalry among the clubs has been awakened by these playground projects; but does it do any harm to have a Kiwanian jibe at a Rotarian: "Your playground is a disgrace; just take a look at ours!"? The fact that the clubs are trying to outdo each other for the youngsters of the community is fast making Jackson a fine place in which to live. The results speak for themselves.

The following are a few basic principles which should help avoid pitfalls in such an interclub project. Be sure:
1. That, regardless of the name of the playground and the development, all improvements and the land belong to the recreation commission.
2. That the *recreation commission* supervises the playgrounds.
3. That emphasis will be placed upon cultivating the acquaintance of the playground or boys' club chairman and the board of directors of each club.
4. That each club receives its rightful publicity for each project, regardless of size.
5. That a spirit of personal pride in the project is developed on the part of each club member.
6. That a friendly rivalry is maintained, allowing the clubs to see which will do the "most for the youngsters."
7. That the board of directors of each club is shown that community recreation provides as great, if not greater, an opportunity for service as any other project it may feature.
8. That "Thank you" is said not only to the clubs collectively, but to every individual club member whom you chance to meet. Let every member feel that he has been an important factor in the development.

Congress Report

The story of the 1951 National Recreation Congress meeting in Boston, October 1 to 5, will appear in the December RECREATION. Owing to press deadlines, it was impossible to include it in this issue of the magazine.



Richard MacDonald

Canadian Drama Festival

THE DEVELOPMENT OF DRAMA IN CANADA has presented certain problems and particular opportunities. There is the bilingual nature of the country, with its two great cultural traditions stemming from its two languages, French and English. We are influenced, on the one hand, by Great Britain and the other members of the Commonwealth towards the English tradition and, on the other hand, because of our proximity to the U.S.A., towards the American tradition of the theatre. Added to these is the influence of many people from European countries who have brought with them the artistic traditions of their native lands.

One of the recognized forces for the blending together of all these influences, at least in the field of the theatre, is the Dominion Drama Festival, which was inaugurated at a meeting called by His Excellency, the Earl of Bessborough, then Governor General of Canada, in Ottawa, October 1932. As a result of this meeting, the first festival was held in Ottawa in 1933. The competitors were amateur groups, chosen by regional competition, as representatives of the best dramatic work being done in the various parts of Canada. Originally confined to one-act plays, the festival, which has operated continually except for the war years, now limits its final program to full length plays—although short plays may be presented at the regional competition on a noncompetitive basis.

Canada now is divided into thirteen regions for festival purposes. A chairman is appointed for each region and becomes a member of the executive committee. He is in complete charge of the regional festival. An adjudicator, engaged for a period of about two and one-half months, travels from coast to coast to judge the plays and name the best production in each region. In 1951, the adjudicator saw fifty-two plays, mainly full length, from which eight were invited to compete at the final festival, held in London, Ontario, May fourteenth to nineteenth. José Ruben, of New York, was the adjudicator for the finals.

Final festivals have been held in Ottawa, London and Toronto, in the Province of Ontario, and in Winnipeg, Manitoba, Calgary, Alberta. Next year, 1952, Saint John, New Brunswick, will be the host city, and an invitation to go to Victoria, British Columbia, in 1953 has been accepted. The festival thus moves across Canada, giving the general public an opportunity to see live theatre which, in many cases, they would not otherwise have the chance to do, and fulfilling its object—which is defined as being to encourage dramatic art in Canada.

In September 1950, a permanent office was opened in Ottawa, staffed by a full-time secretary-treasurer and a bilingual assistant secretary. It is expected that this will result in a much closer relationship between all regional committees and the central executive. A bimonthly news letter is now published, giving Dominion Drama Festival information and reporting on the activities of the various associated groups and drama developments in general.

No distinction is made between the professional and amateur groups. They are invited to the final festival on the merit of performance across Canada, without regard to regional divisions. French-speaking and English-speaking Canadians compete on equal terms, both in the regional and final competitions. People from every part of Canada, brought together each year, with common aims and ideals, get to know and understand each other better. Opportunity has been given to Canadian actors to obtain experience at home, and a large field of talent has been developed which finds professional engagements in summer stock and in the radio field.

Although the winning of trophies and other awards is not the ultimate aim of the festival, it plays a vital part, stimulating not only the interest of the actor and producer, but of the general public. The trophies take the form of beautifully-executed plaques and cups. The following is a list of the awards, showing the purpose for which they are given:

The Bessborough Trophy—the gift of His Excellency, the Earl of Bessborough, which is awarded for the best presentation in the festival. Thus it may be won by a group playing in English or by a group playing in French. The Festival Plaque—for the best presentation in English, excluding the winner of the Bessborough Trophy; Plaque du Festival—for the best presentation in French, excluding the winner of the Bessborough Trophy; Sir Barry Jackson Challenge Trophy—the gift of Sir Barry Jackson, for the best presentation of a play, either full length or short, written by a Canadian; Martha Allan Challenge Trophy—

AUTHOR *is secretary-treasurer of Dominion Drama Festival.*

for the best visual presentation (design, execution of scenery, costumes and lighting): Le Trophee de Merites Louis Jouvet—the trophy of Louis Jouvet of Paris, France, for the best director: Henry Osborne Challenge Trophy—the gift of the Right Honorable Vincent Massey, for the best performance by a man: Nella Jefferis Challenge Trophy—the gift of the Heliconian Club of Toronto, for the best performance by a woman.

All the above trophies only are held for one year, but each winning group or player receives and keeps, as a permanent possession, a parchment diploma as evidence of success in the festival.

A Festival Committee Prize of one hundred dollars goes to the author of the best play, either full length or short, judged as a dramatic composition, written by a person domiciled in Canada and presented in any regional festival; and "Saturday Night" plaques are presented by *Saturday Night* magazine for the best supporting male role and the best supporting female role.

In most regions, the number of entries in the regional festivals steadily have increased. In at least three cases, subregional eliminations are held—with as many as twenty-five full-length plays competing for the honor of taking part in the actual regional competition when, usually, not more than eight plays are presented.

In the matter of finances, the festival depends upon three sources of income: donations from individuals, businesses and governments; entry fees of twenty-five dollars for one-act plays and fifty dollars for full-length plays; and profits from the final festival.

Groups are assisted with grants-in-aid for their travelling expenses to the final festival and are provided with hotel accommodations and a per diem allowance while attending it. All the expenses of both the regional and the final adjudicators also are paid by the central office.

During the final festival week, a theatre conference is held. This in itself has been a great source of inspiration, for here people from all parts of Canada discuss their various problems and receive advice from specialists in the various branches of dramatic activity. This year, for example, one of the speakers was George Freedley of ANTA. Forums were held on the physical aspect of stage presentation and there were exhibitions of French, American and Canadian stage design. The French exhibit consisted of a large number of model sets, meticulously prepared by famous French scene designers, and especially provided through the cooperation of the French Government which collected, packed and shipped the exhibition directly to the festival city. A complete afternoon was devoted to the fascinating art of puppetry, with a trained group of Canadian puppeteers demonstrating both marionettes and hand puppets.

The Dominion Drama Festival looks forward to the future of the theatre in Canada with pride and a definite sense of achievement in the part that it has played and will play in its development.

16mm. Films for Thanksgiving Programs

The Pilgrim Fathers
- 20 minutes, sound. Emphasizes conditions in old world that drove Pilgrims to the new world and their early struggles in New England. For rental from your local film library. For rental or purchase from United World Films, Incorporated, 1445 Park Avenue, New York, New York.

Early Settlers of New England
- 10 minutes, sound. Re-enacts the life of pioneers in New England about 1626; the backgrounds and beginnings of American democracy. For rental from your local film library. For rental or purchase from Encyclopaedia Britannica Films Incorporated, 1150 Wilmette Avenue, Wilmette, Illinois.

One People
- 9 minutes, sound. Dramatizes the contribution of different nationalities to our American heritage. For rental from your local film library. For rental or purchase from Anti-Defamation League of B'nai B'rith, 212 Fifth Avenue, New York 10, New York.

Colonial Children
- 10 minutes, sound. For rental from your local film library. For rental or purchase from Encyclopaedia Britannica Films Incorporated.

Historic Plymouth
- 10 minutes, silent. For rental from your local film library. For rental or purchase from Wholesome Film Service, 20 Melrose Street, Boston, Massachusetts.

Americans All
- 16 minutes, sound. For rental from your local film library. For rental or purchase from The March of Time (Forum Edition). Produced and distributed by The March of Time (Forum Edition), 369 Lexington Avenue, New York 17, New York.

The House I Live In
- 10 minutes, sound. For rental from your local film library. For rental or purchase from Young America Films, Incorporated. Produced by RKO Radio Pictures. Distributed by Young America Films, Incorporated, 18 East 41st Street, New York 17, New York.

Land of Liberty
- 80 minutes, sound. (Four 20-minute subjects.) The story of men and women who struggled to develop and defend America. For rental or purchase from Teaching Film Custodians, Incorporated, 25 West 43rd Street, New York 18, New York.

From "Thanksgiving Program," prepared by the American Heritage Foundation especially for the Girl Scouts of America.

Script-in-Hand Performances

Donald Holland

HERE IS THE ANSWER to the high school director who must produce the annual school shows or several assembly programs during the year. Here is the answer to the college director who must adhere to a rigorous schedule of plays at the same time that he trains his actors. Here is the answer to the harried community theatre director, besieged on all sides with demands for entertainment but crippled by lack of money and trained talent.

Consider the tremendous possibility of this technique. The community theatre director can rush a new one-act play to the Rotary Club luncheon after a few painless rehearsals. The high school director can whip up his assembly program without developing another ulcer, while the college director finds this method invaluable in training his new actors.

It is in the realm of training that the script-in-hand show finds its legitimate place in the drama department, for it provides a testing ground for student playwrights . . . and a training ground for fledgling actors who need to gain confidence before an audience.

Not only can original plays be presented in script-in-hand style, but cuttings from the classics as well, giving student actors a background in acting techniques impossible within the confines of the dramatics curriculum.

At Pennsylvania State College, the dramatics department has given the Five O'clock Theatre full recognition. Every Tuesday afternoon script-in-hand shows are presented before an audience of students and faculty. Under the supervision of Kelly Yeaton, professor of dramatics, it has become a recognized campus activity for students and an opportunity for directors to appraise new talent for their next show.

The most surprising thing is that the audience doesn't notice the script after the first few minutes of the show! Mr. Yeaton sums it up by saying: "One year after the script-in-hand show, the audience won't remember whether it was a standard production or one in which the actors read their lines." The presence of the script just doesn't seem important to the audience.

Think of the script-in-hand show as the artist's preliminary sketches in charcoal before he finishes an oil painting. Without training in sketching, the artist couldn't master the more difficult oil technique. Just like the painter, the student actor can develop into a finer actor if he has a good background in "sketching." No more rapid training method can be found than the script-in-hand show—with its emphasis upon the meaning of lines and voice projection.

The play or cutting to be used for the Five O'clock Theatre is typed on onion skin paper and bound in a black folder, like a book. The thin paper permits the pages to be turned without rattling, and the black folder merges into the background until it is practically unnoticeable.

The scenery and costumes are kept as simple as possible. Plain flats or black curtains can serve for most any setting desired. The imagination of the Five O'clock Theatre audience is just about unlimited.

The first direction given to the actors of a script-in-hand show is: "Never look at your script while delivering the line." This, of course, only applies to short dialogue. In longer speeches, the actor should look up as much as possible, using the script as a guide. It's as simple as that!

Usually, eight rehearsals are allowed for a one-act play. If some of the characters have long speeches, they can work with the director at their mutual convenience. In this way, the play can quickly be put together with a minimum of inconvenience to busy students and directors. Rehearsals are often held twice a day, and a play is produced four days after casting.

Although actors sometimes find it difficult to handle the script for the first few rehearsals, they soon forget about it as they concentrate upon their lines. The only departure from standard acting techniques is that the script is held in the upstage hand while gestures are made downstage.

When not in use, the script is dropped to the side. Eye contact is maintained between the actor who is silent and the one who is speaking. Cues must be memorized, but this has never been an obstacle to the rapid production pace of the Five O'clock

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Theatre. In fact, it is just this rapid pace that gives a wide training to the student actor. At Penn State, student directors are given free rein in the play library and, after one year, they, as well as the actors, become acquainted with the works of many playwrights whom they wouldn't have met in the classroom.

In the community theatre field, the script-in-hand play also can keep alive the interest of the members during a lull in the season or between productions. At the same time it can help keep the group together, providing valuable training for those who have never seen the inside of an acting school.

Not the least of the advantages of the script-in-hand show is the service it can provide for those organizations in the community which support a civic theatre group. Many local clubs, fraternities and service organizations pay well for their weekly entertainment, and a good one-act play will not only bring additional funds into the treasury of any theatre group, but also will provide a welcome relief from the steady diet of jugglers and accordion players!

By bringing the script-in-hand show to the people of your community, it is possible to stimulate interest in the legitimate theatre, both amateur and professional. Whether it is college, high school, or community theatre, the script-in-hand play will do much to increase the efficiency and esprit of any theatrical group.

Television at Play

Henri Bob Russell

CHILDREN AT PLAY inadvertently reflect current trends. During the pioneer period, they played cowboys and Indians. When Al Capone was terrorizing Chicago, it was cops and robbers, and the war brought games with toy tanks and howitzers. Today a group of children in North Texas have fun with a play television station, reproducing the programs they see on the family sets.

It began this way. Young Val Smith of Pilot Point, Texas, went on a tour through a television station as a special eighth birthday treat. Upon his return, he assembled his playmates and explained the operations. Enthusiastic comrades began immediate construction of a play station where they could produce their own programs.

Shoe boxes were shaped into cameras, painted black and made complete with call letters, "long range" lens and tripod. Two squares of cardboard became a clock for announcing time and a geometric pattern for testing the air waves. A blackboard served as the weather map and forecast.

For a "boom microphone," the children extended an old mop handle with a mike upon the end fashioned from cardboard and gold-perforated florist's tape. The same materials created a mike for desk use.

Girl playmates collected discarded cooking utensils and mud ingredients for a home economics program. Old milk bottles and empty tin cans lined the apple box "kitchen cabinet."

Dolls and toy animals supplied the actors for the puppet show. This show, by the way, uses the interior of a large pasteboard box for its miniature stage. Val's mother first cut out a side and the bottom and then painted a black tempera background on the inside. The children work it like many simple puppet shows, from underneath.

They impersonate a "mad man" disc jockey, using play records spun on a small phonograph. For their appearances in this show, they gathered costumes received at Christmas and Halloween and parents' cast-off clothing.

For the latest news, a wooden crate imitates a newscaster's desk by sporting a world globe, toy telephone and the desk mike. The children send out news thought up from their own imaginations and from a length of teletype material obtained on the visit to the station.

Construction on the backyard station busied the children for more than a week, but reproducing the programs seen on the television sets still gathers a crowd. Primarily, it stimulates young imaginations and creativeness in organized group activity. A playground director should have little trouble adapting it and fitting it into the summer program.

As a result of this program, Val Smith appeared upon a "live" television show with his play station last summer and enjoyed some extra fun.

Author HENRI BOB RUSSELL *is journalist and college student in Denton, Tex.*

Sal Prezioso

Cooperation of Industrial and Community Recreation

INDUSTRIAL RECREATION and community recreation remind me of two bashful teen-agers in love. Both of them have a high regard for each other, yet they don't dare say so; both are attracted to one another because of their physical make-up, and yet they dare not show it; both of them would be so happy together, and yet each waits for the other; both of them could accomplish so much more together, and yet each of them still waits for the other. As a result, and in spite of the fact that they attract each other, respect each other and have so much in common, they fail to get together owing to their lack of intestinal fortitude—and so it is with industrial and community recreation. With so much to gain by being together and working together, we still see each of these fields very much separated. Why? Because each field still waits for the other to make a move.

The question is: Are these fields actually related or should they be separated? You may split the atom, but not the community; and since industry is every bit a part of the community, I maintain that industry and community recreation have a very definite relationship to each other and that each of them has a responsibility to the other.

If you're in doubt that public recreation has a responsibility to industry, ask yourself these three questions:

1. Do people in industry (management) pay local municipal taxes? If the answer is yes, then what is your department doing for them in return?

2. Are people in industry (employees) local residents? If they are, then what may they expect?

3. Are industrial people (management and employees) entitled to participate in community living? If they are, then what is your department doing to assist them?

The job of the community recreation director is to serve all the people in his community in a most expeditious and economical fashion. The most difficult task for a community recreation director is to group people and organize them in activities. Industry presents no such problem. People in industry are already grouped and it becomes a matter of the proper approach and the application of good techniques to meet their needs. By meeting the needs of both management and employees in industry, the community recreation director is doing his job both expeditiously and economically in that he is taking advantage of a natural grouping of people. Management and employees of industry, both as members of the community and as local taxpayers, are entitled to service from a municipal department that owes its existence to taxation which is borne by its local citizenry.

The answer to the problem, as it is solved at present, seems to lie in the use of the old adage, "Let George do it"; and that is exactly the attitude that many public recreation people are taking towards industry. Conversely, the same may be said of industrial recreation people. It might be well, however, to remember another old saying: "If you will but lead, you will find many followers."

What is happening around the country with reference to industry and public recreation? We find that in Denver, Colorado, fifty-six firms—employing well over thirty thousand employees—were brought together by the municipal recreation department, forming "The Denver Industrial Recreation Federation." The municipal recreation department services this organization by furnishing leadership and facilities to the directors and for the activities.

We find in some small towns, where only one company exists—employing less than five hundred people—that the company usually builds a community clubhouse to which employees and their families may belong. Usually the company contributes two dollars for each one dollar income received.

We find community foundations or funds, to which companies deed properties, and an incorporated nonprofit organization established for welfare purposes and set up as a separate entity under the laws of the state. These foundations are tax exempt, and companies contributing obtain tax deductions.

We find, for instance, that in South Greensboro (North Carolina Business Men's Association) and Gastonia, North Carolina, (Rex Mills, Incorporated) excellent results can be achieved when business and industrial firms cooperate to establish a community recreation program.

We find the American Cyanamid

Author SAL PREZIOSO *is the recreation director of Scarsdale, New York.*

Company in Bridgeville, Pennsylvania, leasing eight acres of park at one dollar per year to the community. Groups have been established, in some communities, to bring together industries and recreation departments for clearance and discussion of information and problems. Some of these are established in New York City and on Long Island.

There are others; but what about New York State in general? We can say that the picture here is pretty dim. Not much has been done either by industry or public recreation to bring these two fields together, and they are still reacting like the bashful teen-agers mentioned previously.

What, then, can be done in New York State—or in another like it—by both industry and public recreation to help build more and better recreation services? The answer should be fairly obvious, in that it is underlined by the spirit of cooperation. Each should help promote and support the other's activities; they should coordinate their activities; leadership and facilities should be provided by one or and the other to whomsoever may need them; consultant service is essential for both, and each should give freely of its time, effort and ability whenever called upon; industry should be given a seat either upon the advisory board or upon the community recreation board; public recreation directors should make a sincere effort to group industries which lie within their geographical areas, as has been done in Denver; and industry, in general, should further recognize the values, and further support the work, of community recreation.

The basic answer to the stated problem also lies in the personalities and physical facilities of those responsible for both the industrial and public recreation programs. There must be a complete understanding of the problem, together with its all-probable results; there must be a will to do—not just talk, but action, even if it be but experimentation; and, lastly, there must be a keen desire upon the part of both parties to get the job done for the good of the people, in spite of personal sacrifices, because public recreation is for *all* the people.

Let us not be looked upon as isolationists; let us not wait for George to do it. But, instead, let each of us lead, and recreation will be increasingly supported by public funds which will make available to the many what private funds have given to the few.

New Professor of Recreation

The University of Illinois announces the appointment of Charles Brightbill as its first professor of physical education in charge of recreation in the School of Education, effective this past September.

Formerly of the recreation staff of Reading, Pennsylvania, and recreation director in Decatur, Illinois, as well as a former regional field representative of the National Recreation Association in New England, Mr. Brightbill has had extensive practical experience in various phases of public recreation throughout the country. For two years, he served as the national director of Recreation Service, Veterans Administration and since 1947, has been executive secretary of the President's Committee on Religion and Welfare in the Armed Services. Throughout the years, he also has engaged in a number of surveys and research projects, has coauthored several books, contributed to many professional journals and has been lecturer and president of the American Recreation Society.

Mr. Brightbill's appointment is the result of an annual meeting of the Illinois Recreation Association held in November 1948 in Quincy. Here, a resolution unanimously was passed—and later endorsed by the Executive Committee of the Illinois Association of Park Districts—requesting the university to establish a state recreation consultant service. A committee was then appointed to present the request to university authorities and, in May 1949, President Stoddard authorized the appointment of a professor of recreation.

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Roberts Mann

Something's Cooking in Cook County

THE CHICAGO PARK DISTRICT and the Forest Preserve District of Cook County last year experimented in conducting a workshop in native arts and crafts to give "sufficient demonstration, instruction and *actual practice* in the use of native materials, common and obtainable in that region, for arts and crafts which may be performed by children in day camps and resident camps, so that the participants would be competent to teach children to do these things." Although intended primarily for persons in Chicago and suburban Cook County who, as directors or counselors, will be engaged in the conduct of day camps in these districts, key personnel in resident camps, youth organizations, settlements and other social agencies were also invited.

The response exceeded all expectations and is indicative of the vital need for such training. When the advance registration reached 379 persons, we were obliged to refuse many applications from outside cities and had to insist that executives of several youth organizations weed out all non-essential registrants.

Even so, 265 enthusiastic delegates attended. The whole job was dumped into the laps of Miss Florence Kiefer, Supervisor of Nature Recreation, Chicago Park District, and Roland Eisenbeis, senior naturalist of the Forest Preserve District. They did it. We can appreciate now some of the problems of old King Solomon. Only a carefully worked-out "battle" plan, the efficient functioning of a corps of remarkable volunteer leaders and the sincere purpose of each participant to "learn by doing" kept the workshop from collapsing under its own weight.

Here, in Chicago, we have felt that in any day camp worthy of the name, the central theme should be the teaching of nature lore and nature appreciation. If a day camp provides only physical activities, it is merely an outing. If it does no more than duplicate in the out-of-doors what the child can do indoors or on a city playground, it has failed. All camp activities, including games, should have nature significance. Arts and crafts utilizing native materials—designed to increase interest in, and appreciation of, nature—should be taught. Children can learn and have fun doing it. Urban children need the opportunity of doing things with their hands. The nub of the purpose behind our workshop is expressed in the conclusion to the mimeographed outline issued to every "pupil" by the four instructors in clay modeling:

"Pottery is an excellent camp craft, satisfying to the child's creative instinct; one which needs little preparation and material; and one which stimulates and applies nature study. The beauty of primitive pottery lies not in highly glazed surfaces and perfection of skill, but in bringing to the children the enriching experience of the transformation of a lump of 'mud,' fashioned by their own hands and, through the miracle of fire, becoming a permanently solid object."

This workshop was an eye-opener. The skeptics still are stuttering. It proved that there is a widespread urgent demand for such training in at least thirteen handcrafts, and that two such workshops, of wider scope and strategically located on the north and south sides of Chicago, should be conducted annually. It demonstrated that there is a wealth of talent, active or latent, among our own camping people, available to serve as top-drawer instructors in such workshops. Also, that such people, who understand children and camping, make the best instructors. It was unique in being a community-wide affair attended by leaders and workers in *twelve classifications of agencies*, not only from Cook and neighboring counties in Illinois, but also from Indiana, Missouri and North Dakota; from the Chicago Council of Girl Scouts, many suburban councils of Girl Scouts, Camp Fire Girls, Boy Scouts, YMCA branches, settlement houses and social centers, Salvation Army, Chicago Housing Authority, privately-operated play clubs, park departments (Chicago and suburban), recreation and playground departments and teachers' colleges. That's one thing about Chicago—we pull together! Under the able chairmanship of Mrs. Esther Sullivan, our Day Camp Committee of the Chicago Camping Association—a potent factor in the promotion of the right kind of day camping and in the success of this workshop—is a shining example.

Miss Kiefer and Mr. Eisenbeis con-

Author ROBERTS MANN *is the Superintendent of Conservation for Forest Preserve District, Cook County, Ill.*

tended that a minimum of two hours was required to give adequate demonstration, instruction and practice in the techniques of any crafts or other activity. Therefore, they decided to conduct classes in just four crafts: clay modeling, jewelry, leaf prints and plaster casts. Those attending would be divided, as they entered, into four equal groups wearing appropriate insignia: Maple Leaves, Elm Leaves, Sycamore Leaves and Oak Leaves. Each group would rotate from one craft to another during the two-day session, according to a schedule from ten to twelve o'clock and twelve forty-five to two thirty. The instructors remained after two thirty p.m. to assist anyone who wished to stay and receive additional help or complete a project.

For atmosphere, it was decided to hold the workshop in the warming shelter for the winter sports area and playfield of Dan Ryan Woods forest preserve at Eighty-seventh Street and Western Avenue. This building consists of one huge central room, flanked by an alcove at each end, and toilets. As the registrations rolled in, it became evident that the place was too small, that there should have been separate rooms adequate for each group, and that the location was too remote for people from the far north side and the northern suburbs; but it was too late to change. Four U-shaped groups of picnic table-and-bench combinations were arranged on the west, north, south and east sides of the big room. Each group had eight tables—each six-foot table seating six persons comfortably or eight who were not too wide. One alcove was used as a cloak room; the other, for materials and for dispensing coffee—which was furnished free through the generosity of the concessionaire at Dan Ryan Woods.

The Chicago Park District featured an outstanding exhibit demonstrating what *can* be done in native arts and crafts in day camps and in other youth groups. It also supplied sample copies of all the best source and program publications in this field. Limitations of space made it impossible to display the exhibits to best advantage, but the workshop people needed no urging to spend every available moment—before and after sessions and during lunch periods—studying them, asking questions and taking notes.

The Chicago Park District supplied four of their best technicians who instructed in the use of plaster casts. The other sixteen instructors, all of them unpaid volunteers and all outstanding, were recruited from the Chicago Girl Scouts, suburban Girl Scouts and Camp Fire Girls organizations. They prepared and supplied sufficient copies of mimeographed illustrated outlines of the basic principles and techniques in each of the four crafts. They supplied and organized the materials, tools and paraphernalia required for their respective crafts—some collected, some loaned, some purchased with funds made available to them. The decision to hold this workshop came too late for us to obtain sufficient quantities of many desirable native materials. The sponsors supplied native clay, plaster of Paris, pressed leaves, acorns, buckeyes, walnut seeds and fungi; also the feet of a red fox, a mink and a crow obtained from a biologist-collector. Each participant was instructed to bring such items as notebook, toothbrush, knife, scissors, stamp pad, ruler, needle, water-color brush, cloths, Mason jar lid and an oatmeal box top.

On Thursday, when the school bell rang on the stroke of ten a.m., the fun began. If you have ever watched bees in a glass-sided hive, you know how our workshop looked and sounded. The instructors, five per craft, had a tough job under such crowded conditions, but they quickly got the groups organized into small units and everything simmered down to a steady buzz of activity. Presently, some tangible results began to appear. It was fascinating to watch. Many clever artists were uncovered among that group of 250 people. A book could be devoted to the materials and methods used and to the specimens fashioned — many of them remarkable for their demonstration of skill and creative ability.

The clay modeling groups made pottery by the "hand wheel" and "coil" method. Many took their creations home, fired them and brought them back the next day. Some made animals; some made bowls; some made ash trays. One man reproduced pre-Indian pottery of Arizona. One woman made a log cabin with the fireplace for an ash tray. Much of the work was professional in its perfection. The jewelry groups made pins, necklaces, boutonnieres and figurines. I saw painted turtles made out of halves of English walnuts, butterflies of "turkey-tail" fungus and a turkey gobbler fashioned from half of a buckeye—with some fungus for his tail and a pipe cleaner for his neck and legs. The leaf print groups made smoke prints, ink prints, crayon and spatter prints, and then learned to weave corn husks into dolls, baskets and so forth. The plaster cast groups made casts of mammal feet, birds' feet, seeds and leaves and then decorated them for use as plaques, tiles, book ends and paper weights. By Friday night, every speck of material had been used up, including two tubs of bank clay estimated to be sufficient for five hundred people. Not a single specimen was left for us to treasure.

Analysis of the 166 questionnaires, which were answered and dropped into the box as the folks departed, or mailed in later, resulted in our plans for this year, repeating the same four crafts, with three or four groups learning such additional crafts as weaving with cattails, sedges, grasses and willow withes; woodcraft, including carving and the making of whistles; campcraft, including the fashioning of tin cans into utensils and nature games.

We learned by doing. It took a whale of a lot of planning and work by a lot of devoted, generous people, but it was worth it. All those folk—instructors and "pupils"—were motivated by the urge to make camping experiences more educational and enjoyable for children and to give them take-home skills. We answered what was proved to be a widespread basic need. The impact of those two days will be felt and enjoyed by five hundred thousand youngsters.

Playground Summer Notebook
Bound copies now available — $1.50
National Recreation Association
315 Fourth Avenue New York 10, N. Y.

RECREATION as a Career

The following three articles have been written by professional leaders, of varying degrees of experience, upon asking themselves the question, "Why am I a recreation leader?"

Leaders of national movements generally believe that the movement that does not recruit its own membership is doomed to extinction. When was the last time you counselled and encouraged a promising young person to consider recreation as a career? What would you tell the young person who asked: What do I need to know; what do I need to be; what need I do to enter the recreation profession?

At Peace With Yourself

Francis W. Hartzell

1 Being a youngster, with but two years of service in this wonderful profession, I often sit back and think of how I accidentally stumbled into my life's work. This causes me to speculate on just how many of our young people are graduating from high school today without a definite thought for the future. How many will wander aimlessly through life? How many will attend college just to get a degree? How many of those fortunate enough to get a higher education know about a career in recreation? How many of the professional workers now in the field seek young aspirants and counsel them towards a life as a professional recreation worker?

If I were a young high school student today, here is what I would like to know about such a career.

The professional recreation worker is a member of one of the fastest growing professions in America. He is respected and looked up to in his community. He has a station in life to fill. He has a contract with himself to provide his fellow man with many hours of enjoyment. He obligates himself to work while his neighbors play but, in so doing, meets his citizens at their happiest hours. This makes for mentally healthy working conditions. He promises to provide the children of his community with rich, healthful experiences which will foster ideas for better living. In establishing a contact with the perpetual flow of children, he drinks of the "fountain of youth."

In a sense he is a philanthropist, always ready to provide releases from mental fatigue and physical emotions. He is happy with his work because he sees walking about him examples of his labors, and his name is upon a thousand little lips throughout the day. He is tireless, resourceful, original; he can spot a need with the flash of an eye. His time-clock has a face that shows twenty-four hours. He is at peace with himself.

His earnings are such that he can live comfortably. And his future, well, he can just about name his own plans. He is in a young field where a spirited dynamic personality can put Horatio Alger to shame. Security? They used to say that the only way a man might have it is to die. But, today, with shorter working hours, man is going to have more free time and, if you are right there to give him leisure-time activities, he *will* play and relax.

In deciding a life's work, we are too often guided by an astronomical salary figure or by an evaluation of what the profession has to offer us. However, your approach to recreation work is: What can I offer to the profession? Unless you contribute to your profession, you will soon find that you merely have a job—a daily routine. But, by contributing to the profession, you better yourself and receive the acknowledgments of your colleagues.

So, to be successful, you must be at peace with yourself in your work. To understand such peace, or to get a glimpse of the challenges to be faced in a life devoted to serving the public, I commend to you the lives of Miss Josephine Randall, retired superintendent of recreation of San Francisco and Miss Dorothy Enderis, director emeritus of Milwaukee. To attain such peace is to be held in high esteem by millions of fellow citizens, as are these two people. They have found peace in public service.

MR. HARTZELL *is superintendent of recreation in Chambersburg, Penn.*

Why Not Consider Recreation as a Profession?

Peter J. Mayers

2 High school students—I address myself to you for the purpose of emphasizing the importance of choosing the right career. Maybe a few wise words expressed here could be the means of starting a young person on a career of honor and beneficence. I want to call your attention to a profession which is comparatively new, one which is not overcrowded, has many openings now and offers excellent long-range possibilities. It is the field of recreation. I steadfastly believe that it merits your serious consideration when vocations are mentioned.

The most fundamental question for the high school student should be: What do I want to do in life? A great deal has been written about careers, tending to confuse that which should be plain. Before making a decision, the most important one in your life, investigate. Don't go overboard on a vocation just because a relative is doing that particular work.

I thumbed through several books on "careers," and found that, although there were hundreds of jobs and professions listed, there was no classification for recreation. As a result, this very important profession may be overlooked by high school students in their quest of a career.

Let me tell you something about it. The dignity and importance of the recreation leader's calling generally are recognized. The recreation leader has risen to the rank of the physician, the lawyer or the minister of religion. The social importance of his function is widely acknowledged; and the public, it would seem, looks theoretically, at least, with as much favor upon him as upon these other professional people. He develops and shapes life and destiny. This bears out Horace Mann's statement, "One rightformer is worth a thousand reformers." It is indeed difficult to exaggerate the worth of a true recreation leader.

What the soul is to the body, what the mind is to the man, the recreation leader is to society. His very presence commands attention, solicits interest and suggests thought. He is alive and awakens life. People learn to feel that it is good to be where he is—and thus follow him gladly. What other profession offers such a place in the hearts of men? What other profession is more satisfying?

The question of recreation is a question of leaders, and the problem to be solved is how to induce the best men and women to become recreation people. In every stage of recreational process, the development of faculty, strength and skill is the objective. The recreation leader must know how to deal with human minds, and his chief concern must be how to give them flexibility, how to make them self-active. His work is a wrestling of mind with mind, heart with heart. His personality, far more than his learning, determines his value as a recreation leader. The very presence of a generous and cheerful person illuminates and strengthens. Recreation, however perfect the system, however admirable the devices, can do its best work only when it is in the hands of the best men and women.

The recreation calling today should be attractive to boys and girls in high school who possess the power and quality of life in a high degree. No longer does one have to take it up as an expedient until something more secure or more lucrative is offered. The standard of the recreation profession has risen by leaps and bounds in the last twenty years. The pioneering has been done. Recreation positions today are secure, the work is pleasant and the pay is greater and more certain. All of these attributes should make future careerists realize that the recreation profession holds great promise for them—and how I wish more young folks would realize this! Those of us who care about youth are anxious to see the profession attract desirable recreation leaders. Therefore, I urge all those seeking a worthwhile vocation to look toward recreation.

MR. MAYERS *writes from many years of experience as the superintendent of recreation in New Rochelle, New York.*

After Thirty-eight Years of Service

Josephine D. Randall

3 No occupation or field of service offers greater interest or more day-by-day thrilling experiences than does that of recreation: for recreation is a wide open field for exploration for the pioneer, the trail blazer, the experimenter. There is no set pattern to be followed and the unexpected is ever happening.

Any and all educational background, both theoretical and practical, will be of value to a recreation administrator. While it is important to have a general education covering a wide field of information, it also is important to have specialized recreation training which provides the tools needed in the

development of recreation programs and facilities, thereby saving many hours of wasted effort through the trial and error method.

Anyone with the will to serve, with imagination, vision, courage, common sense, enthusiasm, good health and energy will enjoy his work in recreation every day and every year with increasing inspiration and interest.

A recreation worker is a missionary in a new field of service. The recreation field is so great, and the opportunities so diversified, that unless the spirit to serve is strong, the worker had best seek another occupation.

The success of a recreation worker cannot be measured by facts and figures. His greatest success may be an intangible influence which, though it cannot be bridled, spreads out through many channels over a large area.

During the past thirty-eight years, the development in public recreation has been tremendous. No longer is it considered a luxury nor a necessity only for city children. Towns, villages and rural communities are asking for recreation leaders and for assistance in the organization of their recreation activities.

As the field expands, there is an increasing demand for trained recreation leaders, paralleled by the demand for increased compensation. Thus supply follows demand—and compensation, to be adequate, must compare favorably with other public services in the area served.

The recreation leader who thinks of his work only in terms of "amusement," or of "keeping children off of the street," has lost sight of the real meaning of a re-creation program and the enormous opportunity it offers in the balance and stabilization of our present civilization.

In whatever branch of recreation a leader may elect to specialize, his influence will be felt in proportion to the service he renders. If he accepts his opportunities as they arise, he will find his influence spreading out into many different channels and his cooperation extending into various departments of civic life. Outstanding will be his influence with individual children and adults; with civic and social groups; with departments of education and health; with industry, labor, commerce; with political, social and welfare groups. He must realize that each step is an important one and must be placed on firm ground.

In whatever capacity a recreation leader is serving, he must feel that it is worth the very best that he can give.

MISS RANDALL *retired this summer from her position as superintendent of recreation, San Francisco, California.*

Mark of a Profession

The status of our profession may be found, in part, in the extent to which the community and the public accept their recreation leaders. The following newspaper article is an example of how completely one superintendent of recreation has been accepted. This tribute was unsolicited and is a natural and spontaneous expression of the appreciation and affection which the people of Salina, Kansas, hold for a conscientious public servant.

What Kind of a Man Did They Get?

Dave Zook, Salina's recreation director, almost always can find something nice to say to somebody. Maybe it's only that you're wearing a good-looking tie, or isn't that a new dress or on you that suntan looks good. But it's always an honest compliment.

Dave does this because he likes people. And, liking people, he likes working with, and for, them. Probably that's why he's been a school teacher, an athletic coach and now a recreation director.

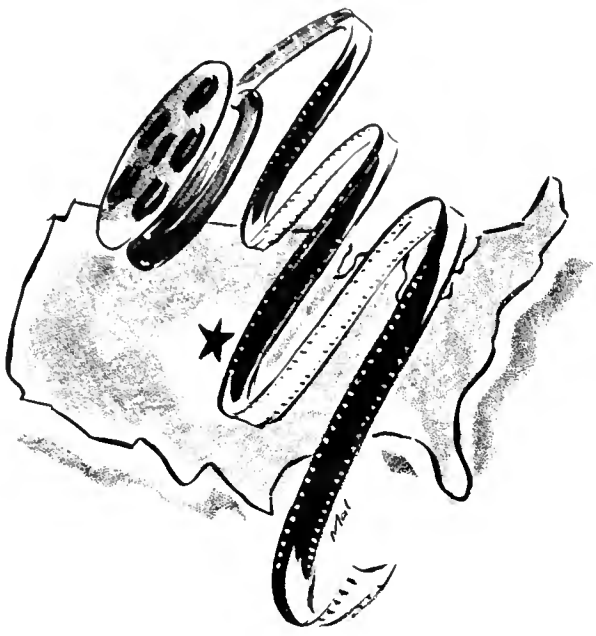
But he might not be Salina's superintendent of recreation today if it weren't for his son, David Harry, one of six children.

Winters, Dave had been teaching school and summers, heading west and working in the mountains. He was living in a suburb of Decatur, Illinois, at the time. But the summer of 1941 he didn't make it. On July 3, David Harry was born. Dave couldn't leave his family right then. So he stayed in Decatur and painted a schoolhouse. Next winter he was principal of a school again. But the chain of summer migrations had been broken. The following summer a school teacher friend talked him into working for the Decatur Recreation Department. He did, and liked it, and Decatur's recreation boss liked him. The winter of 1942-43 found him back on a school faculty—but, this time, as an athletic coach. At the end of the year, he signed a contract as full-time assistant director of community recreation. Decatur, to which people point as a fine example when they discuss recreation, was a good training ground.

In 1948, Salina, which had just voted to establish a municipal recreation program, hired Dave away from Decatur.

What kind of a man did they get? They got an idealist. Dave looks and hopes for the best in both people and institutions. But they also got a man with enough practical ability to guide Salina's young recreation program through its formative years in a manner which has won praise from both the profession and laymen.

I'll remember Dave best for the qualities which make him a likable human being—his Irish humor, his curiosity, his love of fellow men. Like his ice-shattering manner of introducing folks: "Mr. Guggenheim, meet Mr. Fitzwater," he says to a pair of strangers—names Smith and Jones. Or the times he cuts through the kitchen of a cafe on his way to snatch a morning cup of coffee and wonders: "Well, what are we having today?" as he lifts lids and peeks into steaming pots and pans.
—BOB NELSON, in the *Salina Evening Journal.*



Frank J. Anneberg

RECREATION Put Us on the Map!

"COMMUNITY RECREATION" is the title of the new film the United States Department of State has just finished. The picture, forty-five minutes in length, primarily was made for showing in Western Germany, as part of the department's program of education for democracy.

The State Department had the idea; the Robert Carlisle Film Productions of New York and Hollywood had the task; and the community of Manhattan, Kansas, furnished the material.

Originally, twenty-five towns were nominated as possible shooting sites. After a year of elimination, Manhattan was chosen because the State Department felt that the program here actually began in much the same way as it could in many West German communities.

The film points up the fact that a good community recreation program can be started without a lot of funds through the sincere cooperation and work of many people. Our program here did get its start in this way. Its history goes way back to the days of the Kansas pioneers who, when their work was done, held husking bees, spell downs, quilting parties and square dances in the barns.

In 1917, local citizens teamed up and dug a large hole for the first modern community swimming pool. The Lions Club years ago began sponsoring a teen-town. Boys' baseball had its beginning in 1925, with the Rotary Club doing the work. The Sertoma annually gives a community minstrel show to raise money for Sunset Park. The Kiwanis Club each year stages a huge pancake feed to raise money for a robed teen-age choir. Pet and hobby shows have about thirty years of history. The community is famous for its 4-H Club, PTA's, Boy Scout and Girl Scout troops.

The first of June this year, a team from the Carlisle Film Productions arrived to start the picture. They had a well-written script by Lee Baxter, good cameramen, Barney Haugh and Frank Winner, and a well-known director, Grant Whytock. The only things which they needed were locations and actors, and that is where Manhattan and its people fitted in. All of the scenes in the film are authentic and all of the actors are local people. "We have had no trouble with any of the actors," said Mr. Whytock, the director. "In fact, there are a few people here who should be in Hollywood because they are naturals."

The film started out as a two-reeler, but grew as it went along.

When asked by the director how a community goes about establishing a well-balanced and full program, we gave him one word, "cooperation."

If one group in our town gets an idea to sponsor some phase of recreational activity, the other groups ask what they can do to help. All of them are this way, because they have learned that it takes community cooperation to do a community job.

That the people of Manhattan are cooperating can be seen by the small budget of the community recreation program. We have $19,000 for this year, which is about one dollar per person per year. However, with this amount, we can carry on because the city commission, the school board, merchants, civic clubs, churches and PTA's always pitch in to make every recreation task a success. The spirit in which they went about producing this film was a splendid example of cooperation. More than two thousand people will appear in the movie.

When the film is shown to the people overseas, the people of Manhattan can be proud of a job well done. It will not be just another propaganda piece which has been turned out to sell democracy. It will show the people of Manhattan, rich and poor, black and white, professional and laboring classes, all working together to improve their town and make it a better place in which to live and raise their families.

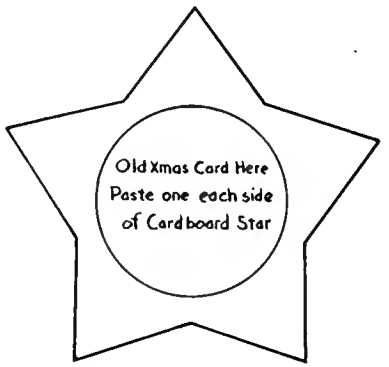
We have been put on the map by virtue of our recreation program.

(See Mr. Anneberg's letter in "Recreation Comments," page 312.—Ed.)

ball. Run a fine tie wire between two Santa head seals and fasten the ends of the wire around brass fasteners, after inserting Santa at the center of the ball. The end of the top wire can be used as a hanger.

Spiral Glitters

Cut a four-and-one-half-inch diameter circle of duplex foil paper; then, starting from the outer edge, cut round and round, in a spiral one-half inch wide, until the center is reached. Cement a snowman or other Christmas seal to the inside end. Loop the opposite end over the tree branch. Many of these in various colors add much to beautify the tree.



Old Christmas Cards

Cut a cardboard star from the pattern, about six and one-half inches by six and one-half inches. Paste an old Christmas card upon each side of the cardboard at the center. Cut two pieces of metal foil paper to fit the star, with a round hole cut out from the center. Paste to fit over cardboard star and cards. Punch a hole at the top of the star for a string hanger.

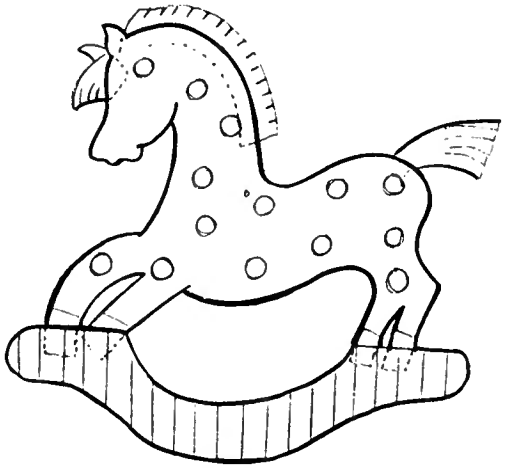
(Fold Back)

Recipes for Fun

MAKING CHRISTMAS TREE ORNAMENTS

The making of Christmas tree ornaments is an enjoyable and festive pre-holiday activity, and gives participants an added interest and satisfaction in the tree itself if they have had a part in its production.

The following suggested patterns are for tree ornaments made by the flat method. These are simple, easy to do, effective and suggestive of other ideas for which original patterns can be made. Almost any group, from tots to the elderly, can have fun with these and add their own suggestions and designs; or, someone in the group with special skill can be called upon to make patterns to be used by everyone.



Rocking Horse

Cut two pieces of gold foil cardboard from a pattern such as illustrated here—size approximately four and three-quarter inches by four and one-half inches. The dotted lines at the hoofs show the extensions which are fastened between the two rockers. These are made by using two pieces of green and silver striped foil paper, with a piece of bristol board between them. The horse's hoofs, tail and mane are made of magenta foil paper, pasted back to back, and inserted between the two gold pieces. The dotted lines suggest the sizes of these parts. The small dot is for the string or wire

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Reprinted from a program bulletin, "Christmas Tree Ornaments," put out by the Los Angeles Department of Recreation and Parks.

hanger. The large dots are magenta foil paper, made with a paper punch. Use the reverse side of the pattern to make one side of the horse and rocker.

If rubber cement is used in place of library paste on tree ornaments, they will withstand the rain on out-of-door trees, as the foil itself is waterproof. The rubber cement also will stick to the foil side of the paper or cardboard, whereas paste will not.

Candy Cane

Use green and silver striped foil paper for a candy cane ornament. This ornament will be easy to make in different sizes. Cement or paste two pieces together with cardboard between. Tie a red tinsel or cellophane bow just below the crook. Fasten wire or string hanger to the crook of the cane.

Angel Head

Trace from the pattern similar to this sketch, on a piece of gold foil cardboard, and cut two. Paint the features with black India ink on each piece. Make the wings and collar of magenta foil paper. The dotted lines show the extensions. Cut four wings and two collars, cementing or pasting them back to back. Insert these between the two head pieces. Cut narrow strips of yellow crepe paper, with the grain lengthwise, and curl with the edge of scissors. Cement these to the top of the head for curls. Make a halo by twisting a piece of fine wire around a piece of silver tinsel rope (small size), which measures about nine inches long. Insert the ends of the wires between the head pieces. The halo can be used to hang the ornament upon the tree.

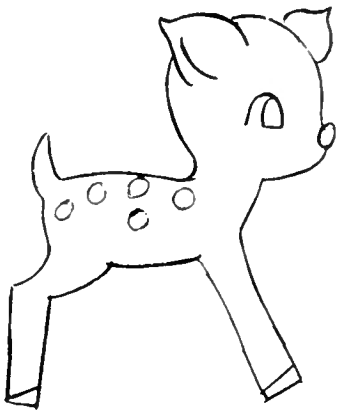
(Fold Along This Line)

Santa

Cut four pieces of red and silver duplex foil paper, each one-half inches wide and eleven inches long, for the legs. Cut four strips, each three-eighths of an inch wide and nine and one-half inches long, for the arms. To make Santa's leg, place the end of one strip, which is eleven inches long, across the end of another the same size, and cement to hold in place. Fold the strips over each other, back and forth, to make a pile of squares. Cement the loose ends together. Make the other leg and arms the same way, using the shorter strips for the arms. Cement the ends of the arms and legs between two small Santa heads, using Christmas seals. Fasten fine wire or string at the top for the hanger.

Fawn

Trace the pattern of a fawn ornament onto gold foil cardboard. Paint features and dots with black India ink, or use cement for magenta foil dots made with a paper punch. Even red star stickers will do.



Spiral Ball

Cut four strips of duplex foil paper, each three-eighths of an inch wide and nine inches long. Punch a tiny hole at the center and at each end of each of the four strips. Fasten the four strips together at the center with a brass paper fastener and spread them equally apart to make eight spokes. Fasten the ends of each spoke, one at a time, with another paper fastener, forming a spiral

Recreation News

Japan Has Its Congress

A city of Buddhist temples—Koya-San—located on top of a mountain some three thousand feet above sea level (the final distance is covered by cable car), was the scene of this year's Japanese National Recreation Congress.

The four-day conference, August 3-6, was attended by more than 1,800 participants, indicating a tremendous increase of interest in the recreation movement on the part of the Japanese people. The first congress in 1947 only attracted one hundred delegates; while the one held in 1950 had five hundred.

The congress program was well-arranged, with many pertinent features. There were discussions of recreation problems and an exchange of reports by representatives of local recreation associations. An exhibit of arts and crafts objects made in community recreation centers throughout America (see RECREATION, September 1951) was a very popular attraction. A proposal to send five or six delegates to the National Recreation Congress in Boston, October 1-6, was approved.

Delegates also attended the International Recreation Conference at Wakayama City, August 6-9, where the important subject was how to promote international understanding through the medium of recreation.

A First for Delaware

Delaware still is celebrating the acquisition of its first state park—at Brandywine Springs. A new law appropriates $45,000 to the State Park Commission and authorizes it to purchase the tract of land near Marshallton, upon which Brandywine Springs Park formally was located.

The park proposal had the enthusiastic support of Governor Elbert W. Carvel; Recreation Promotion and Service, Incorporated, under the supervision of George T. Sargisson; M. duPont Lee, president of the Wilmington Board of Park Commissioners; John C. Hazzard and Max Terry, chairman and secretary, respectively, of the State Park Commission; Fred Price, secretary of the New Castle County Regional Planning Commission; and of Mr. and Mrs. Carl Denison, of the Brandywine Springs Park Association, organized in 1950 to have the old park made into a public recreation area. The association hopes to have it equipped with picnic areas, tennis courts, baseball diamonds and as a wildlife refuge.

The Governor also signed legislation to have transferred to the state a one-thousand-acre tract of land in the southern part of Delaware, known as Trapp Pond, and appropriated $10,000 per year for its maintenance and operation.

Children's Museum

Charlotte, North Carolina, now boasts a $68,000 nature museum for children. Formally dedicated during the spring, the new building is situated on a twenty-seven-acre plot of land on a wooded hill overlooking a park lake. The area was donated by the Charlotte Park Association, sponsored by the Lions Club.

Until the first of July, the Children's Nature Museum had been financed by the Charlotte Junior League and managed by a board of directors; but, since then, financial operations have been assumed by the Park and Recreation Commission and the board has become a policy-making group.

The prime feature of the new project will be its formal programs for children's nature plans. For the opening ceremony, exhibits throughout the building demonstrated the theme, "Life Begins Again in the Spring," prepared by elementary school children of the city for the display cases which line a corridor extending through the building. Additional exhibits were made by science pupils in the high school and by members of the museum exhibit committee.

New Jersey State Park Dedicated

Fort Mott State Park, New Jersey's newest addition to the statewide forest-park recreation system, was dedicated with appropriate ceremonies last June.

Commissioner Charles R. Erdman, Jr., of the New Jersey Department of Conservation and Economic Development, made the formal presentation of the park to the state. Senator John M. Summerill, Jr., of Salem County, accepted it on behalf of the New Jersey State Legislature.

Formerly one of three fortifications guarding the lower Delaware, Fort Mott, embracing 104 acres of land, was purchased by the state from the Federal Government in 1947. Park development has been under way since August 1949, and much already has been done to improve its appearance and to provide essential facilities for public use.

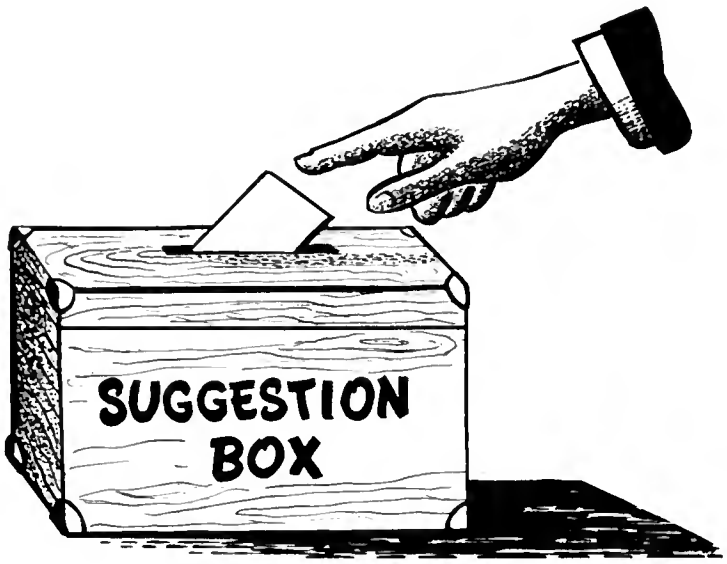
John Syme to Retire

John J. Syme, reported to be the longest serving playground director in Canada, is retiring after more than thirty-three years of service.

First appointed director of playgrounds by the old Hamilton Playgrounds Association, he continued under the Hamilton Playgrounds Commission, which was merged with the recreation council in 1948.

Actually, it was the annual playground track meet which he helped to make an institution in the Canadian city that first attracted J. J. Syme to recreation. A teacher at the Collegiate Normal College, he helped conduct a meet in 1917. After assuming directorship the next year, he and his staff built the event into an annual pageant. This past August, Mr. Syme directed his thirty-fifth annual meet.

His leadership also led to an improvement in many other phases of the recreation program for Hamiltonians. In fact, during the early thirties, Hamilton playgrounds were cited by the National Recreation Association for the excellence of their programs.



Local Interpretation

In the realm of publicity, promotion and local interpretation of recreation department program activities and objectives, many departments put out attractive and lively news sheets, brochures and quarterly reports. Also, specific groups among their patrons have a great deal of fun turning out their own clever news sheets as one of their program activities. Mimeographing in these is good; illustrative sketches clever. Those listed below are only a few among many worthy of mention. Why not write for samples and use them as a source of new ideas?

Play Times, Huntsville, Alabama—News of activities on various playgrounds and of special citywide events. Prepared by "The Playgrounders" and published twice a month by the recreation department.

Nature News, Essex County Park Commission, 115 Clifton Avenue, Newark, New Jersey—A playground sheet carrying news reported and signed by the children, turned in by the ranger, set up by office staff, placed on playground bulletin boards. No sketches.

The Score, Sylacauga, Alabama, Recreation Department—A quarterly report, in small booklet form, carrying a photograph of a recreation activity pasted upon the cover. News of activities is presented in informal, chatty style and illustrated with amusing sketches.

The Arm Chair Sentinel, Bureau of Recreation, Evanston, Illinois—A ten-page booklet, with sketches and colored cover, published especially for the Evanston Sunshine Club of Physically Handicapped Persons. It contains informal news, humorous stories, brain teasers.

What's Cookin', Recreation and Park Commission, East Baton Rouge Parish, Louisiana — A newsletter to keep staff and commission members better informed as to the scope of the program.

Recreation Round Up, Parks and Recreation Department, Rock Hill, South Carolina—Five pages and colored cover, printed semi-monthly, to let the general public become better acquainted with records, activities and services. The style is formal and there are no sketches.

Recreational Activities, Recreation Department, St. Louis Park, Minnesota—A good looking community brochure, printed photo-offset on one sheet, both sides, carrying a photo on the front. *Especially interesting* in that the department gets together with the churches and the Boy and Girl Scouts and jointly announces the whole program for the summer.

Uses for Broken Bats

- Saw them up to make floats for swim lanes.
- Use them for fishing rod handles.
- Make them into potato mashers.
- Make them into gavel heads.—*West Palm Beach.*
- Make them into croquet mallet heads.—*Salina, Kansas.*

Hints for Square Dance Programs

- Paint small, white squares of three or four inches upon the floor. The sets can arrange themselves around these inconspicuous markings and be properly spaced.
- When using several callers, find out ahead of time what numbers they plan to call and forbid unexpected encores, so as to avoid the same dance being repeated during the program.
- Entrances and formations of squares are as much a part of an exhibition as the dance itself. Instead of moving onto the floor in a haphazard fashion, *plan* the entrance. Why not come in as a grand march or use various other entrances—a star formation, for instance.
- In planning costumes, heavy cotton material will swing evenly and gracefully. Light material "floats" too easily and spoils the uniformity of the set.

Getting New Leaders

When faced with the problem of getting new leaders, Dave M. Langkammer, Superintendent of Recreation, Altoona, Pennsylvania, showed ingenuity. He obtained a roster of retired teachers, selected certain of them to call upon, and asked them if they would like to help with the recreation program. In this way, he found some very fine leaders who were delighted to have the opportunity to be of service. The idea was double-barrelled, for this also drew these people back into the stream of community life.

Honoring Golden Agers

Ossining, New York, really is honoring the Golden Age Club of that city. Its members have been given special stickers to put upon their car windshields when they attend a meeting at the recreation center. The stickers, imprinted with the words, "Golden Age Club," enable the traffic officer on duty to identify their cars. This has been done in order that club members may park as close to the center as possible, thus avoiding a long walk and a ticket for overtime parking.

How To Do It!

by Frank A. Staples

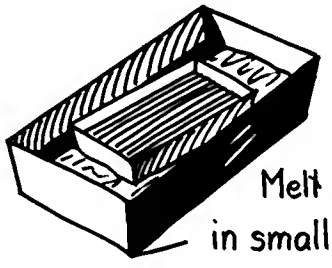
Make floating candles for your next party.

All you need is ~

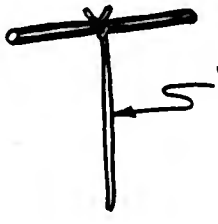
1. Paraffin
2. Molds
3. Wax crayons
4. Rug yarn

Directions

1. Melt paraffin.
2. Get desired color by putting colored wax crayon into melted paraffin.
3. Pour colored paraffin into mold.
4. To put wick in place soak piece of rug yarn in melted wax, tie to stick, cut desired length, when wax on wick has congealed place in position. The wick stiffened by the wax will stay in a vertical position when placed in the melted paraffin.



Melt paraffin in small pan ~ inside larger pan of water.



Wick tied to stick.

To remove candle from mold put in warm water ~then with mold held upside down tap gently.

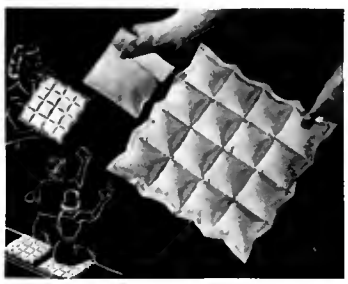
5. When paraffin is congealed remove stick and cut wick ½ inch long.

Recreation

MARKET NEWS

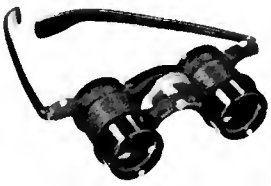
Accessories for the Football Game*

"Puffy" is a seventeen-inch-square, strongly made, flexible, vinyl plastic seat cushion which, when inflated by mouth—through a plastic valve tube—puffs up into sixteen four-inch-square sections. Rounded sides and tops of these sections allow air to circulate freely and evenly while the cushion is being sat upon, thus providing a cool, comfortable sitting surface. The valve tube folds over three times, to retain the air, and tucks away in a specially designed pocket. Deflated, the cushion becomes easy to carry, and can be tucked into a pocket or handbag. It folds into a four-inch square, only a half inch thick, and fits into a plastic six-inch-square envelope. Sanitary,



waterproof, noninflammable and resistant to stains, not only does it soften the bleacher seats, but it is useful for gardening, picnicking—on beach or porch, and even serves in the bathtub. Manufactured by Collier Manufacturing Corporation, 430 West Grant Place, Chicago 41, Illinois, it is available in sixteen colors and retails for about $2.50.

"Sport-Ocular," binocular type glasses of aluminum and two-tone black plastic, weighing only three ounces, are worn like sun glasses. Both hands are free to check programs or hold a hot dog and soda! Dustproof lenses are 25mm. precision-ground and polished, with three-power magnification, and are easily focused by turning a center disk. The glasses fold into a small leather carrying case and are



equipped with a silk, detachable neck cord. Price, $2.50, plus twenty per cent Federal tax. Henry Hildebrant and Associates, Burlington, Wisconsin.

When Athletes Move Indoors

Petersen and Company now offer gym mats covered with Masland Duran all-plastic, manufactured by the Masland Duraleather Company. Exercising, tumbling, jumping and wrestling are made safer since this material is not slippery and does not become so with use. It cannot chip or peel and the smooth surface eliminates mat burn.

Petersen "super-mat" styles are top surfaced with no tufting, and the company also specializes in permanently recovering old mats in this fashion. Slip-covers of the material are available in various standard sizes, tailored with handle openings. For prices and information, write to the company at Armat and Baynton Streets, Philadelphia 44, Pennsylvania.

Story of the Christ-Child

Half the fun of Christmas is getting ready for it! In addition to the glittering ornaments and holiday decorations, something expressive of the true Christmas spirit might well be included in holiday plans. Kit number 52 is offered by Bersted's Hobby-Craft, Incorporated, of Monmouth, Illinois, to carry out this idea. Flexible rubber, lifelike molds of the Christchild, Mary, Joseph and the three wise men, molding powder and water colors come in a box which is printed ready to color and set up as a manger background. The kit contains directions for molding the figures and a booklet telling the story of "The Coming of Jesus." Extra molds for the shepherd, a donkey and camel also are available.

Bersted sponsors hobby clubs for children between the ages of seven and fifteen years, with headquarters in local stores carrying the firm's model kits for making plaster cast toys of human and animal figures. Purchase of one or more molds (twenty-five cents and up) entitles a child to register for membership card and button. Each member agrees to enter at club headquarters every month one or more models—finished with water colors and varnished for protection. Models are judged on a basis of most perfect casting, coloring and age of contestant.

Star Finder

Any group leader casting about for a different hobby to interest the young folks (the old folks, too) might look through the Star Finder, priced at $2.50. By what the Tri-G Company of Linden, Missouri, calls the application of optical illusion, the stars apparently are labeled with their names and the names and shapes of their constellations. Thirty different charts are furnished, to be inserted in this optical instrument, which looks like a small telescope. Starting with Polaris, the pole star, and progressing down the sky, changing the charts, the user may identify over 135 stars and forty-five constellations. A system of keying connects each region of the heavens with another previously learned region.

*Also, note to Christmas shoppers.

RECREATION

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for twenty years. Under the editorship of Dr. Harry C. McKown, well-known authority on extracurricular activities, this monthly magazine promotes the following interests:

ACTIVITY PROGRAMS – Current thought of leaders in the field of democratic group activities.
SCHOOL ASSEMBLIES – An assembly program for each week of the school year.
CLASS PLAYS – Help in selecting and staging dramatic productions.
CLASS ORGANIZATIONS – Directions for the successful guidance of school groups.
FINANCING ACTIVITIES – Suggestions for financing student functions.
ATHLETICS – News and ideas on late developments in intra-mural and interscholastic sports.
DEBATE – Both sides of the current high school debate question.
DEPARTMENT CLUBS – Instructions and aids in the directing of school clubs of all types.
HOME ROOMS – Ideas and plans for educative home room projects.
PEP ORGANIZATIONS – Devices for stimulating loyalty and school spirit.
STUDENT PUBLICATIONS – Guidance in the production of school newspaper and yearbook.
PARTIES AND BANQUETS – Suggestions for educative and wholesome social activities.
STUDENT GOVERNMENT – Sound direction in development of student sense of responsibility.
MISCELLANEOUS ACTIVITIES – Music, commencement, point systems, etc.

Subscription Price **$3.50** *Subscribe Now*

School Activities Publishing Co.

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Books Received

ALL AROUND YOU. Jeanne Bendick. Whittlesey House, McGraw-Hill Book Company, Incorporated, New York. $2.00.

CAMP COUNSELOR, THE. Reuel A. Benson and Jacob A. Goldberg. McGraw-Hill Book Company, Incorporated, New York. $4.50.

CHILD'S GARDEN OF VERSES, A. Robert Louis Stevenson. Simon and Schuster, Incorporated, New York. $1.50.

COMMUNITY ORGANIZATION AND AGENCY RESPONSIBILITY, Ray Johns and David F. De Marche. Association Press, New York. $3.75.

EXECUTIVE ROLE IN YMCA ADMINISTRATION, edited by Gren O. Pierrel. Association Press, New York. $5.00.

FOOTBALL TECHNIQUES ILLUSTRATED, Jim Moore. A. S. Barnes and Company, New York. $1.50.

GOLDEN GRAB BAG, THE. Simon and Schuster, Incorporated, New York. $1.50.

GREAT BIG CAR AND TRUCK BOOK, THE. Simon and Schuster, Incorporated, New York. $1.50.

KNOTS, SPLICES AND ROPE WORK, A. Hayatt Verrill; revised by E. Armitage McCann. The Norman W. Henley Publishing Company, New York. $2.00; paper, $1.50.

OUR REJECTED CHILDREN, Albert Deutsch. Little, Brown and Company, Boston, Massachusetts. $3.00.

PHOTOGRAPHY FOR TEEN-AGERS, Lucile Robertson Marshall. Prentice Hall, Incorporated, New York. $2.95.

PROFILE OF YOUTH, edited by Maureen Daly. J. P. Lippincott, Philadelphia, Pennsylvania. $2.95.

PUBLIC WELFARE DIRECTORY, 1951. American Public Welfare Association, Chicago, Illinois. $5.00, with discounts for ten or more copies.

RESEARCH METHODS APPLIED TO HEALTH, PHYSICAL EDUCATION AND RECREATION, Sponsored by the Research Section and the Research Council of the Research Section of the American Association for Health, Physical Education, and Recreation. American Association for Health, Physical Education, and Recreation, Washington, D.C. $5.00.

RETIRE AND BE HAPPY, Irving Salomon. Greenberg, Publisher, New York. $2.95.

SCHOOLS FOR THE VERY YOUNG, Heinrich H. Waechter and Elizabeth Waechter. Architectural Record, New York. $6.50.

SONG FOR ARABELLE, A, Marguerite Leslie. Coward-McCann, New York. $2.50.

SYNCHRONIZED SWIMMING, Fern Yates and Theresa W. Anderson. A. S. Barnes and Company, New York. $3.50.

TERRY AND BUNKY LEARN TO SWIM, Dick Fishel and Jack Medica. G. P. Putnam's Sons, New York. $1.75.

TREASURY OF THE WORLD'S GREAT MYTHS AND LEGENDS, A, Joanna Strong and Tom B. Leonard. Hart Publishing Company, New York. $3.75.

WISH ON THE MOON, Dean Marshall. E. P. Dutton and Company, Incorporated, New York. $2.50.

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Magazines

AMERICAN CITY, August 1951
- Construction Industry Solves Bluefield's Park Problems.
- Two Complete Community Centers.

BEACH AND POOL, July 1951
- Community Spirit Builds a Pool, Daniel Reardon.
- Miami Beach, "City of Pools."
- Operating at a Profit, Merritt A. Wilson.
- Acoustical Tile.
- New and Better Equipment, Supplies, Service.

PARK MAINTENANCE, April 1951
- Water Features in Your Parks, Jan B. Vanderploeg.
- Brush Control In Modern Way Is With Chemicals, Buford H. Grigsby.

PARK MAINTENANCE, May 1951
- Festive Fanfare Endears Parks To Public, Larry Raymer.
- 2, 4—D Spraying More Effective In Low Temperatures, Buford H. Grigsby.
- Chemical War Keeps Chicago Trees Healthy, H. H. Slawson.

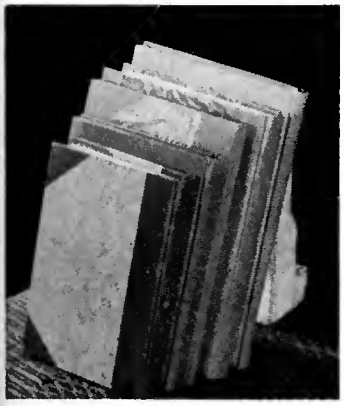
Pamphlets

AQUATICS, WINTER SPORTS AND OUTING ACTIVITIES GUIDE. American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, NW, Washington 6, D. C. $.50.

CHILDREN'S FILM LIBRARY AND SPECIAL CHILDREN'S PROGRAMS. National Children's Film Library, 28 West Forty-fourth Street, New York 18, New York.

COLLEGE UNIONS—1951. The Association of College Unions, Edgar A. Whiting, Secretary, Cornell University, Ithaca, New York. $1.50 to non-members.

COMMUNITY SCHOOL CAMPS. The Department of Public Instruction, Lee M. Thurston, Superintendent, Lansing, Michigan.



new Publications

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The Party Game Book

Margaret E. Mulac and Marian S. Holmes. Harper and Brothers, New York. $3.00.

FEATURED HERE is fresh, new material for the three major classifications of parties:

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3. Parties built around themes—Backwards Party, Penny Party, Kitchen Party, Mystery Party, Western Party and the like.

The authors have stayed away from elaborate decorations, expensive favors and intricate food recipes. They also have avoided old and hackneyed games, stunts and contests. The result is good, well-chosen program material.

The Party Game Book is well worth a place on your library shelf and makes a fine companion for *High Times,* by Nellie Zetta Thompson, which was reviewed in the April 1951 issue of RECREATION.

Let's Square Dance

Kenneth Fowell, Director of Recreation, Great Falls, Montana. Order from author. $2.50.

KENNETH FOWELL has done a very good job in putting down in black and white all the basic things which underlie good square and round dancing. His material is arranged in the form of a course for beginners. The directions for steps and dance patterns are remarkably explicit—which is quite a feat, as most of us who have ever tried to write up explanations for activities would agree.

The book actually supplements good teaching. I doubt if anyone could read the directions and get up and square dance—but with the opportunity for instruction and practice, plus the study of the contents of *Let's Square Dance,* a man or woman could be a better performer and could get greater enjoyment from his skills in half the time that it ordinarily might take.—*Helen M. Dauncey,* Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

The Troop Camp Book

Girl Scouts of the U. S. A. 155 East Forty-fourth Street, New York. Catalogue No. 19-640. $.65.

HERE IS A GUIDE for leaders or organizations sponsoring overnight or longer camping trips for clubs or groups, prepared with the detail and thoroughness which we have come to expect from the Girl Scouts. It covers, in a well-organized way, all the necessary steps—preliminary preparation, advance planning, health and safety measures, equipment, records and program.

Appendix A has a series of simple, clear sketches of improvised or homemade equipment and gives directions for making a blanketroll, blanketroll cover, a first-aid roll, a knapsack, a brown paper clothes bag, a charcoal stove, waterproof matches and other camping aids and necessities.

Appendix B contains a statement on policy and a checklist on standards.

This is well-worth being added to your camping and outing library. Attractively illustrated by Joseph Forte.

Public School Camping

James Mitchell Clarke. Stanford University Press, California. $3.00.

The story of California's pilot project in outdoor education is a significant contribution to the literature in this field. The account of the development of the San Diego County School Camp, and the rather intimate description of the program, will be particularly helpful to school administrators, teachers and recreation leaders who are interested in the development and initiation of a school camping program for children of elementary school age.

The San Diego camp program is a good example of one type of school camping operation that is developing in this country—namely, where a school district has access to a camp on a year-round basis and operates a continuous program for boys and girls as a part of the regular school curriculum.

The story of Camp Cuymaca, scene of San Diego's pilot program, is a fascinating account of the adventures and direct-learning experiences which boys and girls, along with their teachers, can have in a camp situation. As many as thirty activities are described in detail, and are so simply and attractively written that a classroom teacher can visualize how he, or she, might do a comparable job.

Inasmuch as the description of the camping program is written entirely about Cuymaca, and is particularly unique to that situation, the reader should use his imagination freely in adapting the program to fit his own need. One of the most encouraging aspects of this new and exciting development in education is the fact that it does not have blueprints, established patterns of operation or traditions.

The book also has an excellent foreword by Paul R. Hanna of Stanford University, a few well-chosen illustrations and 182 pages of interesting reading for those who search for new ways in education.—*Julian W. Smith,* Chief, Health, Physical Education, Recreation, School Camping and Outdoor

Education, Department of Public Instruction. Lansing, Michigan.

Theatre in the Round

Margo Jones. Rinehart and Company, New York. $3.00.

One cannot hope to weigh the influence, nor measure the importance, of various experiments which occur in our theatre until the experiment has become a part of our general foreground and, therefore, something relatively familiar. The arena form of theatre has not yet become so much a part of our theatre milieu as to fall into the above category.

The states of mind which greeted this form of theatrical medium in 1942, when Glen Hughes reported his experience in the Penthouse Theatre, were varied and, generally speaking, not too favorable. To some, both theatre personnel and public, theatre-in-the-round is not theatre at all in a true sense of the word; to others, it is a veritable answer to every production problem.

Fortunately, however, there also are those who view theatre-in-the-round as a healthy reminder of origins (for it is perhaps the oldest form of theatre known to the human race), as well as a harbinger of theatrical progress.

To those who are of an open mind, it is of great benefit that Margo Jones, in this book, has set forth the story of her ventures in the Dallas and Houston theatres-in-the-round. Because Miss Jones has given us her story through her experiments, techniques, methods of development—even her trials and errors—we are more able to estimate intelligently the value of this dramatic medium. The material chosen includes sections on the resident professional theatre, techniques of theatre-in-the-round and a log of plays.

Since the author intimately knows both the proscenium and the arena stage, we are helped to see the values and problems involved in both. If one is interested in using the latter to unleash theatrical interest in his town or city, the necessary information on organization, finances, staging and choice of plays is clearly and vividly presented, step-by-step.

But, possibly, the main thesis set forth throughout the text is the terrific need of creating a theatre which will be sufficiently widespread to reach the potential audiences of America. "What our country needs today, theatrically speaking, is a resident professional theatre in every city having a population of over one hundred thousand. The theatre-in-the-round presents a way to start." The statement of this need, which most persons will not deny, and the practical plan for meeting it, should give to theatre-in-the-round a place of consideration in our minds.

And yet, even though no one would quarrel with the idea that the establishment of a permanent resident professional theatre in most of our large cities and towns would be a great factor in our cultural and creative development, it is doubtful whether at this stage of theatre-in-the-round there could be more than a sporadic acceptance of it as an answer to that development. First, acceptance on the part of directors and sponsors must be achieved. Techniques must be developed and actors trained in the adjustment to a new style. And, possibly, most difficult and most necessary of all, the American public will need to be educated in the enjoyment and value of the kind of drama which can best be presented by this means.

The above statement does not negate either the vast possibilities inherent in Miss Jones' plan for national and universal theatre nor deny the high ideal voiced in the opening chapter, "The Future: A Dream and a Plan":

"Great civilizations of the past have been judged by their culture; if ours is to go on record as a great civilization, we must match our mechanical progress with our cultural development. And a part of this cultural development is the propagation of theatre throughout the world. It is more than a dream; it is a necessity, and it must be accomplished."—*Grace Walker,* Creative Recreation Leadership Training Specialist, National Recreation Assn.

Competitive Sports in Schools and Colleges

Harry Alexander Scott. Harper and Brothers, New York. $5.00.

Dr. Harry A. Scott has not simply tossed another book into the spate washing over the areas of physical education, health education, recreation and competitive sports of late. He has made a definite contribution to the literature of a particular segment of these areas crying out for interpretation of objectives, relationships and educational significance.

The surprising thing about the volume—and the quality which should endear it to all recreationists—is that "recreation" and "play" (in the recreation sense) find a place on the pages naturally, easily and with arresting frequency. There is interesting historical information and a cogent analysis of the development of recreation programs in the schools.

Typical of Dr. Scott's straight thinking is the following, in reference to biological characteristics of girls and women: "In general, the limiting factors fall into three groups: (1) those that have no scientific foundation, but are based upon timeworn prejudices; (2) actual characteristics that are observable but interpreted in relation to social custom; and (3) proved biological characteristics."

In my opinion the book is a "must" for physical educators and all others who have anything to do with competitive sports. In America, in this era, the category would include practically everybody. Recreation leaders will undoubtedly find much of interest and profit in the volume.—*G. Ott Romney,* Dean, School of Physical Education and Athletics, West Virginia University, Morgantown.

Television Series Available

Available free of charge to nonprofit organizations are mimeographed copies of the scripts of a series of excellent television programs. These, forming a trilogy, have been presented by NBC under the over-all title, "American Inventory." Each deals with an age group and its problems. "The Early Years," "The Middle Years," and "The Later Years" are covered. In addition, and also free, are kinescopes of these same programs. If interested, write to Teleprograms, Incorporated, National Broadcasting Company, RCA Building, Radio City, New York 20, New York.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

November, December, 1951, January 1952

HELEN M. DAUNCEY Social Recreation	Birmingham, Alabama January 7-10	I. F. Simmons, Jefferson County Board of Education
	Greenville, Alabama January 14-17	Frank H. Echols, Butler County Board of Education, and Miss Betty Rogers, Supervisor of Instruction, Butler County Board of Education
	Alabama January 7-February 7	Mrs. Jessie Garrison Mehling, Supervisor, Health and Physical Education, Department of Education, Montgomery
ANNE LIVINGSTON Social Recreation	Midwest District November 1-15	John J. Collier, District Representative, National Recreation Association, 949 North Prospect Avenue, Ypsilanti, Michigan
	Tifton, Georgia December 3-6	Dr. George P. Donaldson, President, Abraham Baldwin Agricultural College, Abac Rural Station
	North Carolina January 14-31	James S. Stevens, Jr., Acting Director, North Carolina Recreation Commission, 615 Hillsboro Street, Raleigh
MILDRED SCANLON Social Recreation	Wedowee, Alabama November 5-8	J. L. Lovvorn, Randolph County Board of Education
	Brewton, Alabama November 12-15	O. C. Weaver, Escambia County Board of Education, and Miss Ethel Holmes, Supervisor of Instruction, Escambia County Board of Education
	Shreveport, Louisiana January 7-10	Clyde Stallcup, Superintendent of Recreation
	Oklahoma City, Oklahoma January 14-17	Alvin R. Eggeling, Director, Oklahoma City Recreation Department
	Amarillo, Texas January 21-24	Jack Hans, Director of Recreation, Park and Recreation Commission, North Wing Municipal Auditorium
	Galveston, Texas January 28-31	William Schuler, Director of Recreation, Menard Community Center
FRANK STAPLES Arts and Crafts	Danville, Virginia November 5-15	V. C. Smoral, Superintendent of Recreation, Recreation Commission, 119 Municipal Building
	Pacific Southwest District Month of January	Lynn S. Rodney, Room 424, 607 South Hill Street, Los Angeles, California
GRACE WALKER Creative Recreation	Pensacola, Florida November 5-15	Julian Olsen, Superintendent, Recreation Department, City Hall
	Gastonia, North Carolina November 26-29	Mrs. Dora R. Humphrey, Supervisor of Instruction, Gaston County Schools, Board of Education

Attendance at training courses conducted by National Recreation Association leaders usually is open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure and the like, communicate with the sponsors of the courses as listed above.

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Recreation

CHRISTMAS LIST FOR 1951

(Continued from October)

Fun for Christmas

CASE OF THE MISBEHAVING TOYS, THE (MP 403)—A play for boys and girls, with complete directions for costumes, music and the like $.10

CHRISTMAS FAIRS (MB 984)—Three-in-one Christmas program for community centers. Tells how to set up demonstration booths giving children and adults ideas for inexpensive gifts and activities which can be carried on at home ..... $.10

CHRISTMAS PARTY, A (MB 1420) ..... $.10

GAMES, GAMES, GAMES TO MAKE YOUR CHRISTMAS PARTY MERRY (MB 1827)—Seven games to liven up your party ..... $.10

ICE-BREAKERS AND GAMES FOR CHRISTMAS (MB 1435) ..... $.10

NIGHT BEFORE CHRISTMAS PARTIES WITH A PURPOSE (F 28) ..... $.10

POLAR CHRISTMAS PARTY, A—A party with an Arctic theme ..... $.10

ST. GEORGE PLAY, THE (MP 56)—A rollicking farce over three hundred years old ..... $.10

ST. NICK SELECTS A FEW GAMES (F 31) ..... $.10

SPICE OF CHRISTMAS GAMES, THE (MB 2015)—Games for Christmas parties ..... $.10

WAYS TO DISTRIBUTE SMALL CHRISTMAS GIFTS (MB 1587)—For club parties, large celebrations ..... $.10

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CANDLE-LIGHTING SERVICE, A (P 18) ..... $.10

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HERE WE GO A-CAROLING (MB 1897)—Brief carol program suggestions for reader and choir ..... $.10

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SEVEN GIFTS, THE (MP 369)—A Christmas pantomime about the Christmas star ..... $.10

STORIES OF THE CHRISTMAS CAROLS (MP 60)—Also suggestions for "Learn a Carol a Day" ..... $.15

Recent Bibliographies

CHRISTMAS MASQUES, FESTIVALS AND PAGEANTS WITH MUSIC (MP 406) ..... $.10

CHRISTMAS MUSIC (MP 216)—A listing of the best collections ..... $.05

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BEGINNING OF THE YEAR GAMES (MB 1595) $.10

CROWN YOUR TWELVE MONTHS MERRILY (MP 265)—An unusual twelfth-night party to bring the season to a close ..... $.10

RING IN THE NEW (P 14)—Games and decorations for your New Year's party ..... $.10

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WATCH NIGHT PARTY (MP 346)—Games, stunts, relays and the like ..... $.05

Available from the National Recreation Association, 315 Fourth Avenue, New York 10, N.Y.

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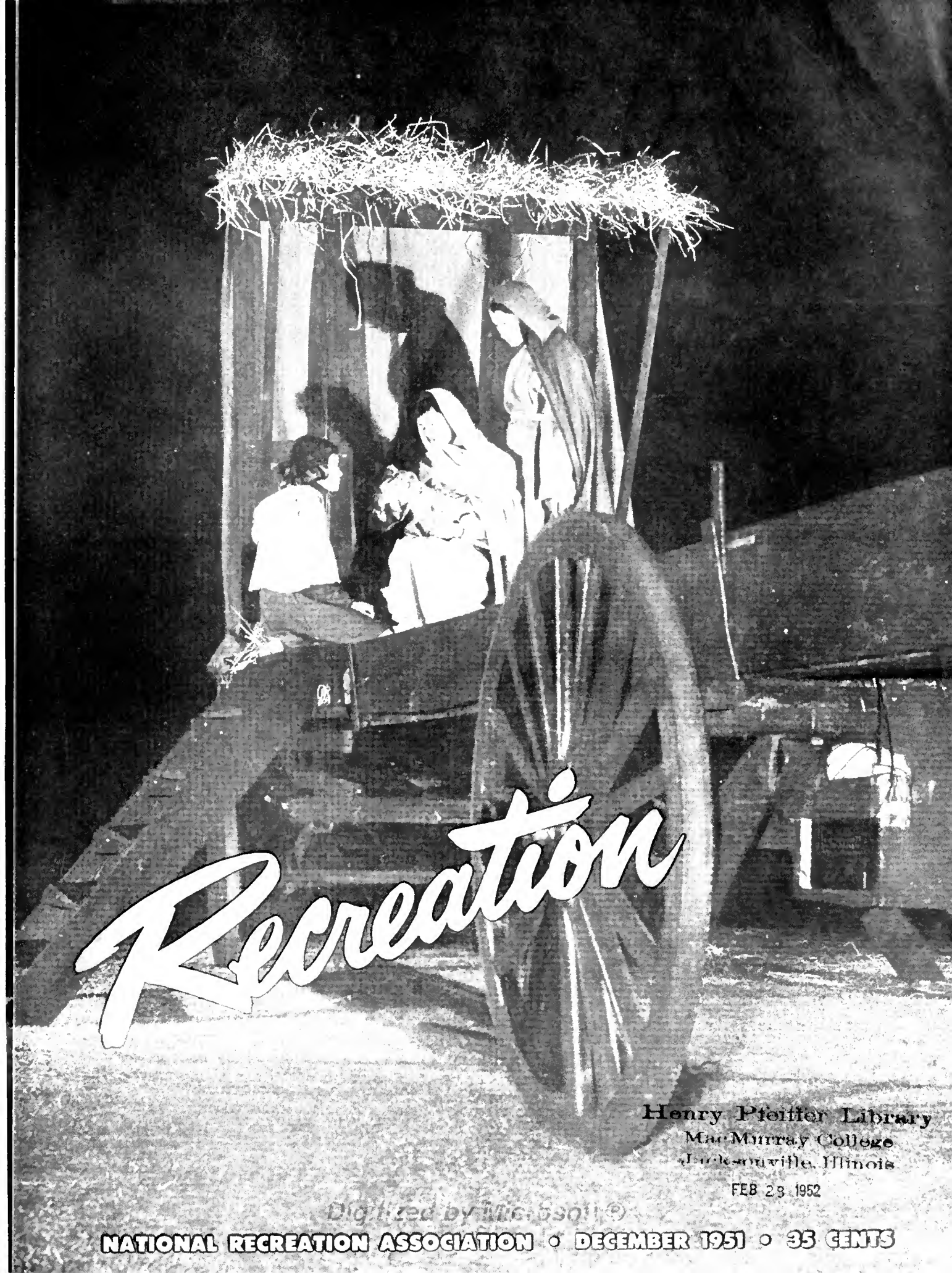

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February Parties

Here are some suggestions for your February celebrations of such important events as Washington's and Lincoln's birthdays and Valentine's Day. The publications listed may be obtained from the National Recreation Association.

Abraham Lincoln (MP 4)—Games, plays and a listing of plays, music, stories and poems $.35

An All-American Party (MB 1373)—Quiet and active games for patriotic holidays .... $.10

Barn Dance Returns, The—Complete instructions for increasingly-popular barn dance, very suitable for February events ..... $.25

Burying the Hatchet (MB 1914)—Games for Washington's birthday .....$.10

Fame in February—A reprint on a party of famous February folks .....$.15

Freedom Means All of Us Everywhere (MP 361)—Program for a patriotic holiday... $.15

Fun for February (MB 1959)—Games for a "hearty" and "patriotic" party.....$.10

Games for a Patriotic Party (MB 1734) $.10

General Goes Home, The (MP 139)—A playlet for eleven girls .....$.10

"Hearty" Valentine Party, A—Decorations, games, relays, stunts, music, dancing and refreshments .....$.15

How to Celebrate Washington's Birthday (MP 3)—Plays, parties and a long bibliography of material for this celebration.....$.35

In the Hearts of His Countrymen—A pageant play based upon episodes in the life of George Washington .....$.25

Let's Have a Log Cabin Party (MB 1604) $.10

1999 Valentine Party, A (MP 145)—A celebration planned to be fashionable with the future generation .....$.10

Our Patriotic Holidays (MP 308)—Program material, crafts, games and stunts ..... $.25

Parties for Special Days of the Year—Four February parties, plus many other party ideas for the year 'round.....$.50

Plays and Pageants Based on Incidents in American History, Citizenship and Other Patriotic Themes (MP 252)—A bibliography .....$.15

St. Valentine's Day (MP 61)—Parties, plays and bibliography .....$.35

Washington and Lincoln Community Rally (MB 1600)—Program for patriotic rally, as given in Boston .....$.10

NATIONAL RECREATION ASSOCIATION

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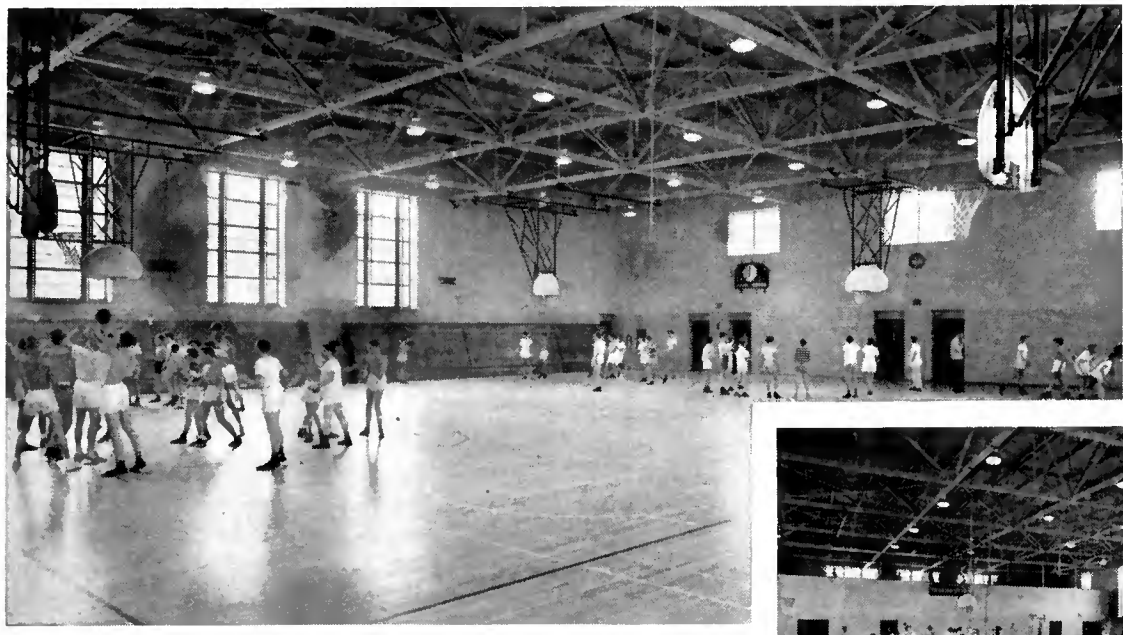

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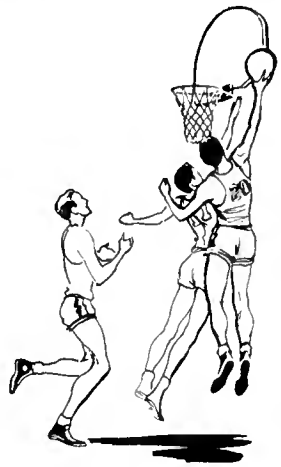

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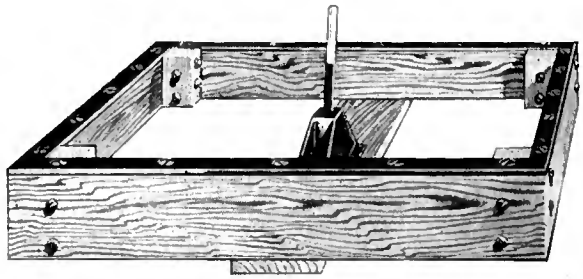

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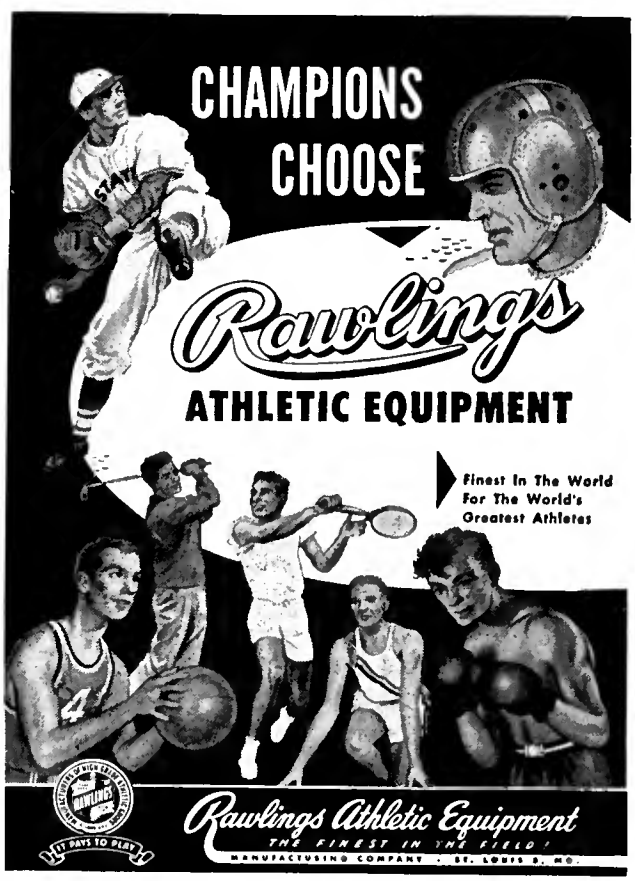
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DECEMBER, 1951

Recreation*

THE MAGAZINE OF THE RECREATION MOVEMENT

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Managing Editor, DOROTHY DONALDSON
Editorial Assistant, SONIA RACHLIN
Business Manager, ROSE JAY SCHWARTZ
ASSOCIATE EDITORS
Recreation Administration, GEORGE BUTLER
Program Activities, VIRGINIA MUSSELMAN

Vol. XLV Price 35 Cents No. 7

On the Cover

Christmas holds promises of many things to many people, but one gift available to all is that of renewed religious faith. For this annual church festival imparts a deeper significance to the wisdom of peace on earth, good will toward men. Everywhere, amid the shimmer of tinseled festivities, men and women are stirred anew by the miracle of the Nativity. Its simplicity and message of communal brotherhood are the true spirit behind the celebration of Christmas.

For the story on a presentation of the Nativity by drama students at Sarah Lawrence College, see page 376 of this issue. Photograph, courtesy Gilman.

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Next Month

The fact that next year's National Recreation Congress will be held in Seattle, Washington, has led to many requests for further information about that section of the country. In answer, we announce a series of articles on recreation in the Northwest, the first of which, "Washington State Recreation Division Services," by Dr. Frank F. Warren, Chairman of Washington State Parks and Recreation Commission, will appear in January.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: Robert Edgell, 104 East Fortieth Street, New York 16, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

A University President Looks at Recreation (Editorial), Dr. Paul Douglas ... 365
Ye Greate Aftonifhment (Greeting) ... 366
Christmas Poems ... 368
A Wagon Theatre Nativity Play, Doris Riker ... 376
Artificial Snow Event ... 378
Successful Athletic Tour ... 382
Prestressed Concrete Cuts Stadium Costs ... 392
Vacation Stories! ... 392
Special Service Openings ... 400

33rd National Recreation Congress

In Review ... 370
Among Our Exhibitors ... 374
Recreation and Defense at the Boston Congress ... 386
Delegates at Work and at Play ... 388
Personnel, W. C. Sutherland ... 406

Administration

Notes for the Recreation Executive ... 383
Tennis in the Community Recreation Program ... 397
Ice Skating Facilities ... 399
Recreation—A Career Service ... 407

Program

Santa Brings His Reindeer ... 379
All the Toys Come to Life ... 380
Building Community Drama ... 381
Using Volunteers in a Recreation Program, Helen M. Dauncey ... 390
How To Do It! Christmas Tree Ornaments, Frank A. Staples ... 393
The Value of Puppetry in a Neuropsychiatric Hospital, Anne Blood ... 394
Teen Activities that Have Clicked ... 401
Every City Could Benefit from an All-Nations Tournament, Robert Krishef ... 404
Recipes for Fun—Christmas ... 409
City Father Becomes Father Christmas ... 412

Regular Features

Things You Should Know ... 367
Recreation Comments ... 369
Recreation News ... 403
Recreation Market News ... 408
Magazines and Pamphlets ... 414
Books Received ... 414
New Publications ... 415
Recreation Leadership Courses ... Inside Back Cover

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A Service Organization Supported by Voluntary Contributions

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Affiliate Membership

Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

A University President Looks at Recreation

Dr. Paul Douglass

ONE-QUARTER MILLION faculty members, teaching in eighteen hundred institutions of higher education, instruct some two and one-half million young men and women and annually graduate some half million bachelors and masters and six and one-half thousand doctors. These young men and women represent a selected population group. They live in a community under discipline and pressing time obligations. For the most part, they are required to distribute their studies in the various areas of knowledge and to include a fairly uniform number of credit hours in physical education. Universities are organized to produce a "whole man," without concern for recreational activities in leisure time.

While the concern for physical strength and skill in sports is now an accepted part of curriculums, the idea of recreation is neither current in general faculty thinking nor is it fully developed as a habit in the behavior of graduates. The creative use of leisure time remains an undeveloped field in wide areas of higher education.

Leisure, may I suggest, is the opportunity earned by work to enjoy time without external compulsion. Recreation is the experience resulting from the free personal choice among available resources of activities which satisfy each individual's idea of his own role, when played by himself for the moment, wherein he is absolute sovereign of his available universe.

How slight an impression of recreation college students gain during their course is indicated by the fact that when thirty thousand women graduates were questioned, only three per cent mentioned that their education had been valuable in developing resources for leisure-time activities.

What then are the values of recreation on the campus to living and to preparation for better living after graduation?

1. Recreation provides circumstances favorable for character growth. Research has begun to indicate that you can't "teach character"; you just "get" it in the interaction of persons in groups. Character is really developed in the "teachable moments" of human association and informal activity. Some of these teachable moments are: (a) when a person craves activity, (b) when a person is idle, (c) when a person seeks a thrill, (d) when a person wins or loses, (e) when a person is lonely and seeks companionship, (f) when a person wants approval, (g) when a person wants hetero-sexual association, (h) when a person emulates a hero and (i) when a person wants the satisfaction of creative response.

Recreation, in addition to its power to refresh and reinvigorate the individual, provides a teaching situation unequalled in the whole span of educational situations.

2. Recreation strengthens democracy. If the foundations of democracy are (a) freedom to choose, (b) status represented by relationships involving respect, approval and recognition which give life significance, (c) involvement and participation, (d) responsibility, (e) mutual deference and (f) an opportunity to perform, for the love of it, a freely-chosen task with competence—if democracy means these qualities, then recreation is closely related to a way of life, about the preservation and integrity of which the whole globe now is concerned. Recreation becomes a nurturing fellowship. It trains the shock troops of democracy in primary face-to-face groups. Strength evolves from a congenial fellowship of common participation.

It is precisely at this point of the private provision for recreation that I find the most necessary emphasis of democracy.

Recreation has no political orientation or concern. It is a matter of the free soul of every man. In totalitarian regimes, a first attack upon democracy is the public monopoly of recreation facilities in the interest of authoritarian politics. Recreation and authoritarianism are so diametrically opposed in the scale of values that only the actual havoc wrought by their weird partnership stands as a tragic reminder to us to maintain their separation inviolate.

3. Recreation grows personality in the doing. If it is true that eighty per cent of the people are little influenced by books, we must recognize the fact that even in colleges—where the use of books is much less than dean's wish—recreation has an educational value beyond, perhaps, any other area. Many times I have seen students get hold of life as a result of recreation, while they were shriveling from academic pressures and, in the end, they performed their academic work with distinction.

A general principle is that the use of facilities varies directly with the availability of facilities. If recreation is to make its maximum impact on the campus, and from the campus to communities where graduates settle, universities must concern themselves with the development of facilities and the full utilization of professional recreation personnel in the educational process.

I can conceive that the development of recreation to maturity on the campus can easily be the most important educational event of this decade. At least it has inherent in its genius a philosophy related to American traditions, a method which unlocks opportunity for character growth and a universality of appeal which makes it capable of interesting a general citizen.

Just because recreation, in essence, is an individual act of a free man, its therapy of refreshment in relaxation contributes to the health and sanity of living in today's world.

Guest editorialist, DR. PAUL DOUGLASS, *until recently was president of American University of Washington, D. C.*

Ye Greate Aftonifhment

Whosoever on ye nighte of ye nativity of ye young Lord Jefus, in ye greate fnows, fhall fare forth bearing a fucculent bone for ye lofte and lamenting hounde, a wifp of hay for ye fhivering horfe, a cloak of warm raiment for ye ftranded wayfarer, a bundle of fagots for ye twittering crone . . . a garland of bright berries for one who has worn chains, gay arias of lute and harp for all huddled birds who thought that fong was dead, and divers lufh fweetmeats for fuch babes' faces as peer from lonely windows—

To him fhall be proffered and returned gifts of fuch an aftonifhment as will rival the hues of the peacock and the harmonies of heaven, fo that though he live to ye greate age when man goes ftooping and querulous becaufe of the nothing that is left in him, yet fhall he walk upright and remembering, as one whofe heart fhines like a great ftar in his breafte.

Merrie Chriftmas

To All Our Readers!

RECREATION

and the

National Recreation Association

Things You Should Know . .

• COMMUNITY DISCUSSION PROGRAMS, on "The Heritage of the United States of America in Times of Crisis," are being established under public library leadership by the American Library Association as a result of a grant of $150,000 from the Fund for Adult Education of the Ford Foundation. Adult recreation groups should be interested in this information. Six demonstration areas chosen by the ALA are New York; Denver, Colorado; Los Angeles; Montpelier, Vermont; and La Crosse, Wisconsin. Funds will be allocated to public libraries in these communities. In conducting the project, the ALA has agreed, among other things, to "seek the guidance of other interested national groups through such channels as the Council of National Organizations of the Adult Education Association."

• CONCLUSIONS REACHED IN A THREE-YEAR STUDY, completed by the Commission on Life Adjustment for Youth and sponsored by the United States Office of Education, indicate that, of the 6,500,000 pupils now attending the nation's secondary schools, twenty per cent are enrolled in college-preparatory courses and another twenty per cent in vocational schools. But the remaining sixty per cent, who do not plan to enter either college or a trade, find that the high schools do not meet their needs.

It is emphasized that organized education must provide youth with real opportunities for participation as active partners in community affairs. Every community in America needs additional services, and every community has great resource in its youth, who are eager to acquire status in the community by rendering service.

• APPOINTED TO THE EXECUTIVE COMMITTEE of the Workshop on Recreation, under the sponsorship of the Athletic Institute, George Butler, of the National Recreation Association, attended its November meeting in Miami, Florida. He also attended the American Institute of Park Executives, held in Miami, during the week of November 12.

• THE ADVISORY COUNCIL on Participation of National Organizations in the White House Conference held a meeting on November 27, in New York City to review the follow-up activities of the national organizations in the council and to determine the further course of action. The National Recreation Association was represented on the steering committee of the council.

• NAMED AS NEW DIRECTOR of the National Park Service, Conrad L. Wirth will succeed Arthur E. Demaray, who retires on December 8. Connie Wirth, son of the late Theodore Wirth, has been with the park service in various capacities for many years. He always has worked devotedly in the interests of parks, in land and recreation planning, and has closely cooperated with the National Recreation Association through the years. The association heartily congratulates him on his new appointment.

• THE PACIFIC SOUTHWEST RECREATION CONFERENCE, to be held February 19 to 22 in Fresno, California, will be attended by Joseph Prendergast, Executive Director of the NRA. Mr. Prendergast also will attend the Mid-Continent Recreation and Park Institute at the University of Minnesota, March 20 to 22, and the 1952 Governors' Conference on Recreation in Indiana on March 28. Recently, he was banquet speaker at the Sixth Annual Industrial Recreation Conference, November 18 to 20, at Purdue University on "Recreation's Contribution to Our Industrial Society in a Period of National Emergency," and was on the panel for the "Recreation and Education" meeting of the recent National Welfare Assembly Conference on Community Mobilization, held in Washington, November 29 to December 1.

• STAFF MEMBER OF THE UNITED DEFENSE SERVICES of the National Recreation Association, Mrs. Helena Hoyt is giving full time to the recreation problems of women in the armed forces.

• FIELD WORKERS OF THE NATIONAL RECREATION ASSOCIATION are serving 262 communities in connection with local defense recreation problems. USO services rise to a total of 228 units in this country and abroad with the opening of a USO club in Los Vegas, Nevada, for a ninety-day emergency period.

• A PAMPHLET RECENTLY PUBLISHED by the California Recreation Commission, "Off-Post Recreation for Servicemen and Women," with a foreword by Governor Earl Warren, promotes meeting the needs of service people—to feel at home in a community—by a cooperative effort of public agencies and private groups. It suggests policies for off-post recreation—activities, services and interests—which should appeal to men and women away from home.

• BECAUSE THE MARCH OF DIMES has not kept pace with the march of polio, the National Foundation for Infantile Paralysis is compelled to enlarge its 1952 drive from two weeks to a full four-week period. The appeal will start on January 2, instead of on January 15, and run through January 31.

The devastating impact and aftermath of polio in the last three years of record-breaking incidence found the National Foundation, at the beginning of 1951, pledged to care for a cumulative caseload of an estimated forty-five thousand patients. In addition, help has been sought by four out of five of this year's victims, whose numbers still are growing. It became apparent in July that the money raised in the 1951 March of Dimes would not be sufficient to take care of the situation.

Christmas Poems

Over earth's shadows are ringing yet
The notes of celestial song;
The voices of angels and men are met,
And praises high prolong;
Oh, love untold,
Hope manifold,
Joy of each Christmas morn!

—*Anon.*

I have always thought of Christmas time as a good time; a kind, forgiving, charitable, pleasant time; the only time I know of, in the long calendar of the year, when men and women seem by one consent to open their shut-up hearts freely . . .

And therefore, though it has never put a scrap of gold or silver in my pocket, I believe that it *has* done me good, and *will* do me good; and I say, God bless it!

—Charles Dickens

The holly and the ivy,
Now both are full well grown,
Of all the trees that are in the wood,
The holly bears the crown.

—Old Carol

The merry Christmas, with its generous boards,
Its fire-lit hearths, and gifts and blazing trees,
Its pleasant voices uttering gentle words,
Its genial mirth, attuned to sweet accords,
Its holiest memories!
The fairest season of the passing year—
The merry, merry Christmas time is here.

—*George Arnold*

Happy, happy Christmas, that can win us back to the delusions of our childish days, that can recall to the old man the pleasures of his youth, and transport the sailor and the traveler, thousands of miles away, back to his own fireside and his quiet home!

—Charles Dickens

Christmas is here,
Merry old Christmas,
Gift-bearing, heart-touching, joy-bringing Christmas,
Day of grand memories, king of the year!

—Washington Irving

The time draws near the birth of Christ;
The moon is hid; the night is still.
The Christmas bells from hill to hill
Answer each other in the mist.

—Alfred Tennyson

We bring in the holly, the ivy, the pine,
The spruce and the hemlock together we twine;
With evergreen branches our walls we array
For the keeping of Christmas, our high holiday.
Glory to God in the highest we sing,
Peace and good will are the tidings we bring.

—Old English

Good news from heaven the angels bring,
Glad tidings to the earth they sing:
To us this day a child is given,
To crown us with the joy of heaven.

—Martin Luther

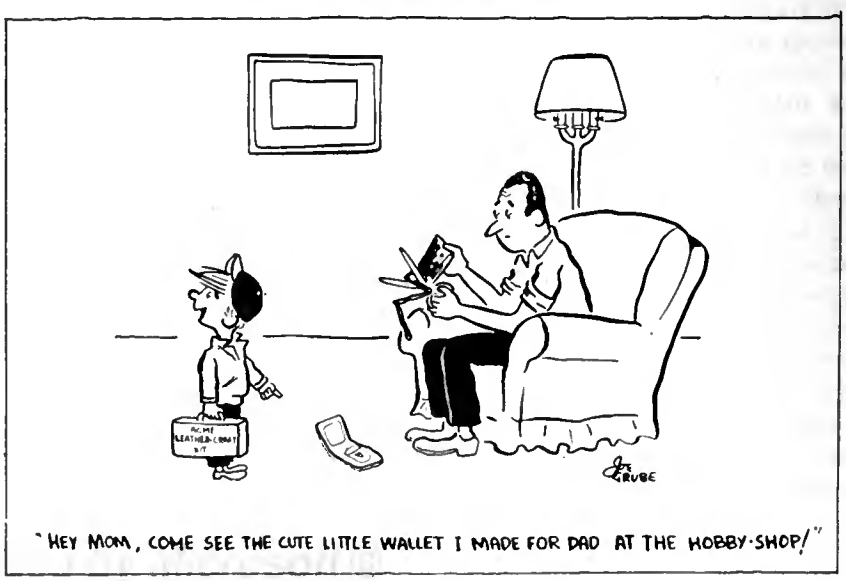
He rides to the East, and he rides to the West,
Of his goodies he touches not one;
He eateth the crumbs of the Christmas feast
When the dear little folks are done.
Old Santa Claus doeth all that he can;
This beautiful mission is his;
Then children, be good to the little old man,
When you find who the little man is.

—*Anon.*

As fits the holy Christmas birth,
Be this, good friends, our carol still—
Be peace on earth, be peace on earth,
To men of gentle will.

—William Makepeace Thackeray

CHRISTMAS CRAFTS



Volunteer Leaders

Sirs:

Regarding the article, "A Volunteer Leader's Training Course," by John A. Turner of St. Louis, appearing in the September issue of RECREATION, I should like to say that a good group of volunteer leaders is one of the major needs of every recreation department. We sometimes slip up on using volunteers because of the time and effort required to prepare them for the work, or we try to use them without training and they drop out because they can't do the work or feel inadequate. In addition to skills, they must be taught other phases of the work, such as public relations, organization and recreation philosophy.

St. Louis' training course seems to be an ideal situation. What city would not like to have 180 volunteer workers? There always is the possibility that volunteers, after completing the training course, may decide that they can't help. Someone may have offered them a full-time job or they may have found more need for their services at home. Being able to train and keep 180 out of 250 volunteers is a record . . . Congratulations to the St. Louis Recreation Department!

The Winston-Salem Recreation Department conducts a social recreation training course every year, with Mrs. Anne Livingston of the National Recreation Association as instructor. In addition to our professional workers, we interest many volunteers in participating. After its completion, our professional workers conduct a follow-up course. With the groundwork laid (and I mean laid) by Mrs. Livingston, we give members of the group a chance to practice over and over again what they have learned. This helps more of them to develop into leaders than otherwise would be the case. We could not meet the public demand for social recreation without these volunteers.

MILDRED FORMYDUVAL, Winston-Salem Recreation Department, North Carolina.

"Do We Educate for Leisure?"

Sirs:

The article, "Do We Educate for Leisure?," in your September issue, is excellent. I regret that most of us are neglecting to teach the things for which Dr. Best pleads. I hope that many educators will read his article.

WALTER E. HAGER, President, Wilson Teachers College, Washington, D. C.

Sirs:

I enjoyed reading Dr. Best's recent contribution to RECREATION. It is a timely article about a subject which should be receiving more attention in our schools.

F. R. FURLONG, Supervising Principal, Sea Cliff Public Schools, Sea Cliff, New York.

"Cease Firing"

Sirs:

Congratulations on Ed Durlacher's article in September. This is a smart suggestion. I hope you get plenty of votes in favor of the idea and that RECREATION decides to try it out. I have had ample opportunity to meet square dance people in every state except Maine, and I can testify that there is a real need for an unbiased medium for the dissemination of square dance education . . . If I can be of any assistance, I will be glad to do what I can.

LAURENCE B. CAIRNS, National Council, Young Men's Christian Associations of the United States.

Letter from Germany

Sirs:

In visiting our reading center, I noticed that almost all of the RECREATION copies were lent away . . . We are so grateful to you for your kindness and, with pleasure, I can tell you that all of my fellow students find your magazine a very interesting, erudite and informative one. We, the German youth, always receive quite a lot of communistic books and periodicals, but it seldom happens that Western publications are sent to us without any charge. If more publishers would act in such an unselfish way, I'm sure that it would be better for all of us, who know the dangers which come out of our Eastern zone . . . All the magazines are sent to East Germany after they are read. You see, therefore, that RECREATION fulfills a great and good work over here. Once more, I thank you in the name of all our readers.

OSWALD F. PUIN, Vice President, International Christian Students' Club, Hochheim/Main, Germany.

One Thing or Another

Sirs:

I really do very much appreciate the publication in September of the article, "We Welcome You to Vallejo." As a result, I have received many letters of inquiry and requests for sample pamphlets from various places.

In addition, the Clown Club idea, taken initially from your magazine, has become so active here that we just can't fill all the requests for appearances. The activities of this club are developing into an attempt to cover about fifteen fairs next season—just on an expense basis.

KEITH A. MACDONALD, Executive Director, Greater Vallejo Recreation District, California.

The article, "Reno's Clown Alley," by H. T. Swan of Reno, Nevada, appeared in the January 1951 issue of RECREATION and led to an adoption and elaboration of the idea in Vallejo. The story of the Vallejo club will appear in January 1952.—Ed.

"The Recreation Congress has served to mobilize the recreation forces of America in full support of the national emergency and to continue to stimulate and encourage recreation services for the armed forces, the defense workers and the home front."—Joseph Prendergast.

THIRTY-THIRD NA

"RECREATION for a Strong America." the slogan of the National Recreation Association, aptly expressed the underlying tenor of all of the meetings at the Thirty-third National Recreation Congress in Boston this year. There was noticeable, more than ever before, an active awareness of the importance of recreation to the democratic way of life and, specifically, to both citizen and military morale during a period of national defense. There was a consciousness, too, of gratitude to Joseph Lee, beloved founder of the recreation movement, as recreation workers gathered in the city where he did his famous pioneer work for children's playgrounds. Joseph Lee, who served for twenty-seven years as president of the National Recreation Association, was a native Bostonian; and it could truthfully be said that, in visiting Boston for its Congress, the national recreation movement had really come home.

The importance of recreation in a national emergency also was emphasized by the attendance and participation of a large number of representatives from the armed forces and of executives of the nation's defense offices in Washington. The group from Special Services Division of the Army, headed by their chief, Brigadier General Charles W. Christenberry—the principal speaker at one of the evening sessions—included Lieutenant-Colonel Frank M. Davenport, Major Al Vitacco and a total of eighty army and air force special service club directors. Lieutenant Commander Ralph H. Colson, United States Naval Reserve, Director of Welfare, First Naval District of Boston, was on the panel for the discussion meeting on "Defense Emergency Problems for Community Recreation—Civil Defense," as was Sherwood Gates, Chief, Office of Community Services, Air Force.

Said Mr. Gates: "We are going to have a large armed force for a mighty long time. It's a new thing in our national life, and we've got to learn to live with it. We can take the point of view that service in the military is a blank space out of a young man's life —or a constructive, wholesome period, adding to the richness of that life. It is up to both military and civilian personnel." (For further information on Congress defense meetings, see pages 375 and 386.)

W. H. Orion, Director, Recreation Service, Special Services, Veterans Administration, chaired a meeting on "Recreation and Mental Health for Hospital Patients."

Also, among the twelve hundred leaders, both lay and professional from forty-six states, who gathered at the Boston Statler, were representatives from six foreign countries. Dr. Yoshihiko Kurimoto, Chairman, Board of the National Recreation Association of Japan, together with three other leaders in recreation and education from Japan, attended as guests of our American government. As part of a good will gesture, they brought with them a beautiful exhibit of approximately one hundred arts and crafts articles, made in the recreation centers of Japan. This was in exchange for the recreation crafts exhibit which the National Recreation Association sent to the Japanese Congress last August (see RECREATION, September 1951.)

The other countries represented were Germany, Israel, Thailand, Puerto Rico and the Philippine Islands. A delegation of nineteen from Canada was headed by J. K. Tett, director of the Province of Ontario and, by government appointment, member of the National Council of Physical Fitness (which is responsible for recreation in Canada) and Dr. Doris W. Plewes, of Ottawa, who is assistant national director of Canada's physical fitness and recreation program.

Some of the states produced a notably large attendance, being led by Massachusetts, with 187 delegates, and followed by New York, with 155.

A distinct impression gathered from these assembled representatives of the field of recreation was that the strength of the recreation movement indeed lies in the fact that its leadership is made up of public spirited laymen, board members, contributors, professional workers and government officials, all of whom are drawn together in an attempt to bring about a richer life in America through recreation. The Boston Congress particularly illustrated the depths of this leadership through the active participation of these various groups. Ten members of the board of the National Recreation Association, as well as a number of association sponsors, participated. Many of the sessions were chaired by distinguished leaders such as Charles Cabot, NRA sponsor; Mrs. Hilda Ives, once a member of the

NAL RECREATION CONGRESS-*in Review*

board; and Albert West, chairman of Boston's Recreation Commission. In many of the section meetings, lay members of local and state boards actively shared in leadership.

Opening day was charged with the bustle of registering; locating friends, meeting rooms, consultation room, press room, offices, and the making of appointments. The spirit of the entire five-day meeting was excellent, and many delegates were heard to remark on its warmth and feeling of friendly informality.

The NRA consultation room, with its display of published recreation materials, was located in an especially beautiful room this year, where guests could sit down in comfort to examine the large scrapbooks on display.

NRA board members and guests. Standing, left to right: Henry L. Shattuck, Otto T. Mallery, Mrs. John D. Jameson, Thomas E. Rivers, Gregg Bemis, Joseph Prendergast, J. Willard Hayden. Seated: Mrs. William L. Van Alen, Richard Westgate, Miss Susan M. Lee, Stephen H. Mahoney, Miss Ellen Prebensen, Charles E. Reed, Reverend Paul Moore, Jr., and Mrs. Norman Harrower. Mr. Hayden was the gracious host at this luncheon.

A spot of great interest, following the formal announcement that next year's Congress will be held in Seattle, Washington, was the Seattle display of materials and information about recreation in the Northwest. "Blackie" and "King," two frozen specimens of the king salmon of Puget Sound, were flown to Boston as evidence that Washington is a good vacation land.

Vying with the Seattle display for attention was the "You-Make-It" crafts demonstration put on by Wichita, Kansas. John Mahan, crafts leader of the Wichita recreation department, daily instructed interested crowds in the techniques of the simple, easy-to-do crafts, popular at Wichita community centers and playgrounds.

The press room was, as usual, a center of hurried activity as the summarizers of each meeting reported the news which was sent out to all parts of the country. The Boston newspapers did an excellent job of coverage in a tight-space situation. Those press photographs which they could not publish were televised over the WBZ-TV news broadcast of the *Boston Post*, on two evenings. The Fay Foto Service of Boston cooperated by taking pictures of Congress events, many of which appear in this issue. If anyone would like to order prints, write to the service directly, at 45 West Canton Street.

The local Boston arrangements committee did an excellent job of helping to make things go smoothly, and the Boston Junior League and the Girl Scouts helped considerably by supplying ushers for general sessions and the banquet. A large supply of locally-donated apples was distributed at one of the meetings on "Recreation in Rural Areas" by Miss Ruth McIntire of the University of Massachusetts.

Mention should certainly be made here, too, of the excellent Statler service and the help of its master houseman, G. Peter.

Evening Meetings

The Congress was officially launched at the first large session on Monday evening, when Charles G. Cabot, chairman and Boston sponsor of the National Recreation Association, welcomed all delegates. Mr. Cabot read aloud warm greetings from President Truman; Takahito, Prince of Mikasa, honorary president of the National Recreation Association of Japan; and from Mrs. Howard Braucher, wife of the late president of the NRA. The Reverend Paul Moore, Jr., first vice-president of the association, gave the invocation. The keynote of the entire Congress, because of its vital significance to every American, was set by the principal speaker, Erwin D. Canham, when he chose the topic, "The Chances for Peace." Said he: "My own conclusion, based upon concrete points, is that we have a very real chance to prevent war, but that we face a protracted period of uncertainty, calling for the utmost national and international alertness, calm, common sense, mutual tolerance, sacrifice and an awakening to

the basic spiritual values upon which all survival depends."

The Tuesday evening session was chaired by Stephen Mahoney, who is vice-chairman of the National Advisory Committee on Defense Services of the National Recreation Association. The three principal speakers of the evening spoke on the topic, "Recreation and the National Emergency." They were Ralph R. Kaul, who, until recently, was chairman of the Critical Areas Committee, Defense Production Administration; James J. Wadsworth, Deputy Administrator, Federal Civil Defense Administration; and Brigadier General C. W. Christenberry, United States Army Department of Defense. The General opened his remarks with warm and appreciative thanks to the National Recreation Association for the excellent service it is rendering the armed services; and he went on to urge the closer cooperation of local community recreation departments in working with the military to provide recreation for service personnel in nearby army installations. In line with this thought, he announced the formation, by the army, of the new Community Services Branch. (See page 313, November RECREATION.) He also disclosed that Ott Romney, dean of the School of Recreation and Athletics of the University of West Virginia, has been named chief of the new branch.

James J. Wadsworth talked about the need for the skills of the recreation worker in the civil defense picture. Said he: "Organized recreation calls for teamwork. Professional recreation experts know how to work with people, how to direct them in organized activity, how to form them into teams that can do a job of morale building. Civil defense will need every bit of help it can get from people like yourselves."

Mr. Kaul pointed out that recreation is recognized as vital to the emergency production effort; while Oscar Sutermeister, a government consultant on industrial dispersion, gave a brief talk on the part recreation can play in the remodelling of urban areas in the light of the national dispersion of new and expanding industries. (See page 375 for further details of this meeting.)

Congress visits Northwest in 1952; Seattle exhibit offers information. Lou Evans, Assistant Director of Recreation; Miss Pearl Powell, Supervisor of Women's & Girls' Activities.

At the Congress banquet on Wednesday evening, Otto Mallery, chairman of the National Recreation Association's Board of Directors, acted as toastmaster. During the evening, a memorial fund in honor of the late Ernest T. Attwell was established when Mrs. Frances Parrish, of the municipal recreation department of Louisville, Kentucky, acting for the Attwell Memorial Committee, presented a check for $2,075 to the Attwell Fund. The check was accepted for the National Recreation Association by Miss Susan Lee, secretary of the association's board.

The first speaker of the evening, Yoshihiko Kurimoto, ably—and sometimes humorously—assisted by his interpreter, Shuichi Koba, gave a stimulating address on the value of recreation in building friendly international relationships. He told of the role that recreation has been playing in helping the Japanese to assimilate the principles of democracy. He urged that an international recreation association be formed, to play its part in UNESCO and the establishment of peace in the world.

John Tasker Howard, a director of the American Society of Composers, Authors and Publishers, the second speaker, pointed up music's part in recording the history of a country—its manners, customs, means of locomotion, attitudes. "It is unlikely, for instance," said he, "that music writers can ever again produce a war song that is joyous, such as 'Over There' or 'Tipperary,' simply because their attitude toward war is no longer one which provokes singing."

On Thursday, the last evening of the Congress, Dr. Leonard Carmichael, president of Tufts College, in speaking on "Some New Light on Physical and Mental Fatigue," interested delegates with his report on a series of tests recently conducted at Tufts. Listeners were amazed to learn that a tired feeling doesn't mean a thing as far as a person's ability to do accurate work is concerned, and that an individual can work efficiently on complicated tasks despite irregular hours. What is sometimes needed, more than rest, is new motivation, stimulation of interest. "People who are too tired to do the dishes after supper," he said, amid much laughter, "often find reserve energy that makes it possible for them to accept an invitation to a night baseball game."

In speaking of the close relationship between motivation and fatigue, from the standpoint of recreation leadership, he pointed out that "children and adults can disregard the fear that the work which is done in properly supervised games or exercises is overtiring or damaging to the individuals who participate." A long period of animated discussion followed Dr. Carmichael's address.

Daytime Meetings

The National League's playoff and the World Series did not seem to impair the daytime discussion meetings, which were very well attended and lively. The topics, once well under way, spilled over into corridor conversation, luncheon and dinner get-togethers and late bull sessions.

The themes of the fifty-four meetings included such provocative topics as

"In-Service Training for Staff Members," "Board Members Make the Wheels Go 'Round," "Swap Shop—Pet Ideas Exchange," "What Can Recreation Contribute to Churches?," "Positive Values of Community Drama Programs," "Financing Community Recreation," "Recreation Literature and the Department Library," "Cooperative Community Planning for Recreation," "Recreation Personnel Policies and Practices," "Women's and Girls' Rights in Recreation," "How Realistic Is College Training?," "Federal, State and Local Cooperation in Providing Recreation Opportunities," "Recreation's Part in Mental Health," " Midget Players—A Giant Problem" and others.

Several trends, other than those already mentioned, emerged from these meetings: the growing concern for the individual upon the part of public recreation leaders; a growing interest in recreation activities which will carry over into retirement age; an ever-growing emphasis upon the importance of cooperation in the planning of local recreation programs.

The recreation leadership training courses in drama, music and social recreation were scheduled for three afternoons, under the leadership of Grace Walker, NRA; Augustus Zanzig, director of music for the Brookline, Massachusetts, public schools; and Helen Dauncey, NRA, respectively. These workshops inspired the many enthusiastic comments heard where groups assembled.

Special Meetings

The special conferences on administrative problems of chief executives of local recreation and park agencies, hospital recreation, recreation in rural areas and recreation for business and industrial employees were, as usual, held during the first two days. Special meetings on defense were held throughout the Congress.

Meetings of the American Recreation Society were held on Sunday, September 30, and its annual business luncheon on Tuesday. The newly-elected president of the society is Gerald B. Fitzgerald, Director of Recreation Training, University of Minnesota.

Others included a special defense luncheon on Tuesday, at which the defense problems of industry and the community were of chief concern. Principal speakers were John Moore, executive director of the United Community Defense Services, New York, and Dean Snyder, of Special Services, Federal Security Agency, Washington. (See, also, page 375.)

J. Willard Hayden, president of the Charles Hayden Foundation, graciously gave a luncheon for members of the National Recreation Association board and for a few of its other friends. Charles Hayden served as a member of the association's board of directors for many years.

Gregg Bemis, an NRA board member, gave a special luncheon for the distinguished group of Boston leaders who served as sponsors of the Congress. Included, also, were a number of regular sponsors of the association, its board members and members of Joseph Lee's family. T. E. Rivers, NRA Assistant Executive Director, in paying tribute to Joseph Lee, said: "The 1951 *Recreation and Park Yearbook*, which highlights the extent of recreation in America today, is a statistical and factual picture of Joseph Lee's dream come true."

More material from the Congress will appear in future issues of RECREATION.

Joseph Prendergast, Executive Director of the National Recreation Association, recognized the vast contribution made by Boston leaders to the recreation movement as he found it after his appointment, and pledged the association's continuance on the high level of efficiency that has characterized it through the years.

Delegates at Play

Recreation leaders, given the opportunity, are never loath to "practice what they preach," and, incidentally, to pick up a few leadership pointers on the way. Such opportunities came about through the careful planning of the Congress committee and were interspersed with the more serious business of the meetings.

The National Recreation Association tea was held on Monday afternoon for the purpose of making delegates feel welcome. All other daytime hours were filled with meetings and appointments, save one afternoon, which was devoted to a bus tour of scenic and historical Boston.

The singing at the opening of the evening sessions was led, once again, by Augustus Zanzig, director of music in the public schools of Brookline, Massachusetts, after an absence from that role for some years. Delegates affectionately welcomed him back and enjoyed his leadership immensely.

On Monday evening, the Whitin Male Glee Club, an employee group sponsored by the Whitin Machine Works of Whitinsville, Massachusetts, conducted by C. Alexander Peloquin, gave a professionally-polished and enjoyable concert. The session was followed by the shouts and laughter of delegates in the ballroom, as they romped through the social games conducted by Anne Livingston of the NRA. "Sado - Oke - Sa," a popular Japanese folk dance, was taught to the group by Mr. Koba and Dr. Kurimoto of the National Recreation Association of Japan. Square dancing devotees had a chance at their favorite pastime on Tuesday and Thursday evenings.

The Congress banquet was held on Wednesday evening, when 374 guests, in best bib and tucker, gathered for dining, dancing and fun. Entertainment was under the direction of Mildred Scanlon of the NRA. During dinner, flower girls drifted between the tables, peddling nosegays to those who could answer quiz questions; a beauty shop quartet serenaded individual tables with songs from the listeners' sections of the country; a barbershop quartet sang melodies of the Gay Nineties from the balcony. Mr. Prendergast tried to make a speech and was interrupted by an Italian workman in overalls, with stepladder, who began cleaning the chandeliers, and refused to leave until he was allowed to sing. His request was granted. The entertaining workman-singer later turned out to be Henry Schubert, recreation director of Dearborn, Michigan.

Also, while dining, guests were entertained with an excellent exhibition of square and block dancing, put on by the Boston YWCA, directed by Ted Sanella and Louise Winston. The colorful costumes and movements of the dancers were most effective against the black backdrop of the ballroom stage.

-- among our exhibitors

• "I want to say a word about an essential part of our Recreational Congress and to pay tribute to the part that is played by our commercial exhibitors. They make several vital contributions.

"In the first place, they are an important source of revenue for the Congress. Secondly, they have the ideas and suggestions, materials and supplies which will be helpful to delegates in their work. Third, they have always stood ready to cooperate in any way in which the Congress management might desire their help. I want to say, with genuine feeling, that we are exceedingly appreciative of their cooperation."—Thomas E. Rivers, NRA Assistant Executive Director, at an early meeting.

Many of the exhibitors are old friends who have long been interested in the recreation movement; others joined us for the first time this year. All were welcome; and their colorful, carnival-like displays were swarming with friendly hordes of delegates throughout each day.

After the banquet, ballroom dancing, to a good orchestra, was interspersed with entertaining musical mixers, balloon and cut-in dances.

At the Thursday meeting, the local YWCA again contributed to the delegates' enjoyment with its Pioneer Players, directed by Robert Guest, presenting a one-act play, *Sunday Costs Five Pesos*. This, incidentally, gave the audience good ideas as to how a play can be effectively produced without scenery. Also, a National Recreation Congress Chorus, assembled by Mr. Zanzig, entertained fellow delegates with renditions of old favorites.

Tuesday evening speakers: Mr. Wadsworth, General Christenberry, Mr. Kaul.

Recreation for Business and Industrial Employees

The special conference on this subject shared the concerns and serious endeavor of the other sections of the Congress. Employee recreation directors, as well as executive personnel managers of industrial and business concerns, sat in on discussions which ranged from such topics as community and family relationships to the United States Government's plans for industrially-impacted communities, civil defense, preparing employees for retirement and the relationship of recreation to fatigue.

The meetings pointed up the fact that while industry can hire human energy for its mechanically-operated machines, it can neither hire enthusiasm for the job nor the good will of the employee. This must come from good employee relations, in which employee recreation programs are a major factor. In regard to employee recreation and the community, it was decided that "a sound comprehensive recreation program can be maintained at a moderate cost if industry and community combine efforts and resources." The discussion on preparing employees for retirement was enlightening, as few business and industrial concerns yet realize the importance of this ever-increasing problem.

Speaking to the 135 persons at the civil defense industrial luncheon, Dean Snyder, Deputy Administrator for Special Services, Federal Security Agency, Washington, D. C., stated that, under Public Law 139 (Maybank-Spence Bill), no community is eligible for federal assistance until it has been declared a civil defense area. The criteria for a civil defense area include:

1. A new defense plant or installation or a reactivated defense plant having its operation substantially expanded.
2. Substantial in-migration of industrial or military personnel.
3. Substantial shortage of housing required for industrial or military personnel that exists or impends; or that community facilities or services are not available or insufficient.

Recreation is included within the meaning of community facilities or services.

Hospital Recreation

The hospital conference meetings covered recreation for general medical and surgical patients, orthopedic patients, neuropsychiatric patients and the topic of recreation and mental health. These were pronounced exceedingly helpful by the hospital group, which was made up of representatives from military and veterans hospitals and private municipal hospitals. There was registered a general need for research and study to interpret recreation in hospitals to all related services concerned with helping the patient.

Rural Recreation

Members of the conference on recreation in rural areas agreed that one of the greatest needs in this field is that for improving relationships between rural and urban groups, in the light of the growing merging of rural and urban populations. It was agreed that the cooperative and combined use of all public facilities, particularly of those of school and community, and a better planning of all public facilities, with the idea of maximum combined use, are much to be desired

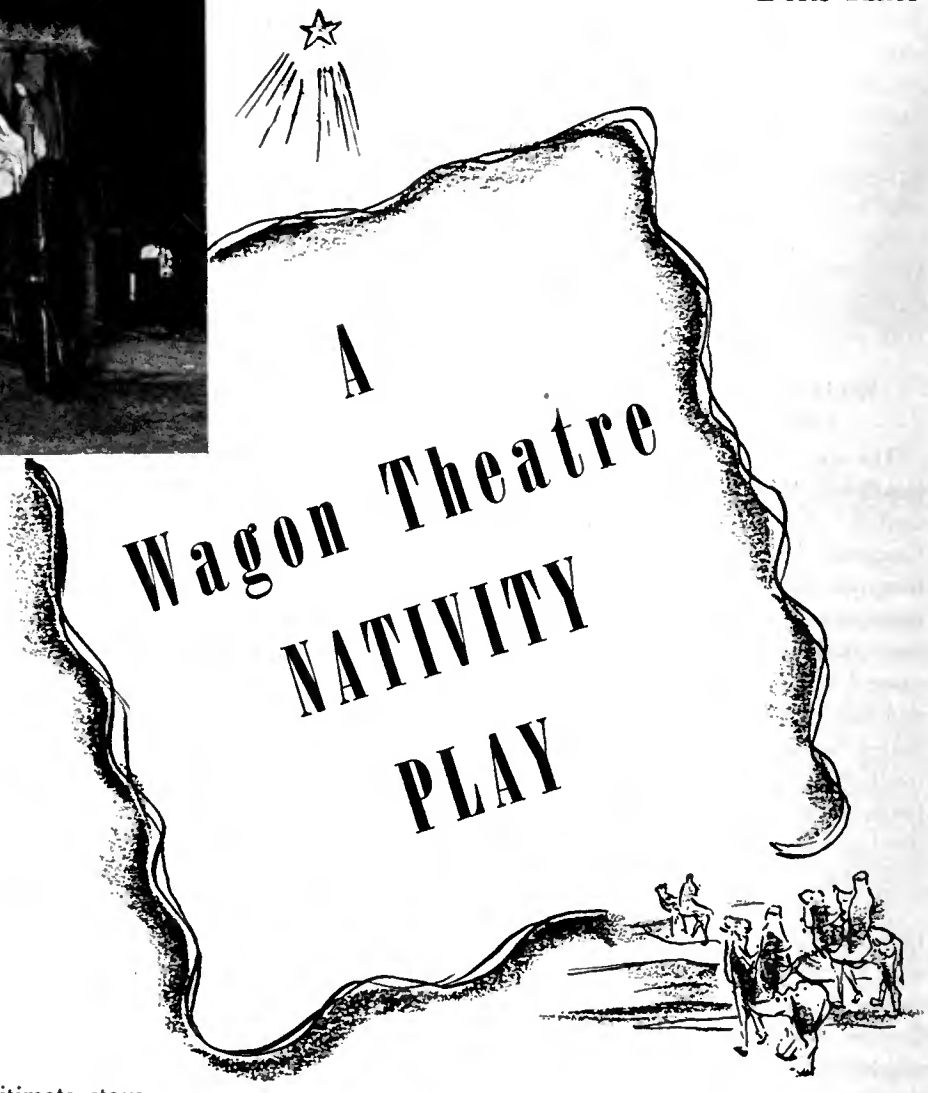
(Space in this issue prevents a more detailed summary of all meetings. Order the 1951 Congress Proceedings NOW! Price $2.25. National Recreation Association.)

Board Members

Congress Panel Discussion—Briefly, under the subject of "Board Members Make The Wheels Go 'Round," 107 board members agreed that the ideal public recreation board should include both men and women, consist of one member primarily interested and experienced in community recreation, one representing the school board, one from the Junior Chamber of Commerce, one with general business experience and one especially trained in financial matters; that it is important to work closely with city councilmen whose departments are directly affected by the community recreation program. The details of program planning should be left in the expert and experienced hands of the superintendent of recreation, but the board should be thoroughly familiar with the over-all program and assume full responsibility for efficient and economical execution. It should constantly project ideas for expansion and betterment. Members should maintain close and frequent contact with the board of education, preferably through the superintendent of recreation.

Doris Riker

A Wagon Theatre NATIVITY PLAY



MANY LOCAL communities throughout our country are rarely, if ever—by reason of locality or financial status—exposed to the opportunity of enjoying a living theatre production. This situation presents a growing threat to the theatre arts as a part of our national culture, and is of grave concern to all those who love the legitimate stage.

The way in which the theatre can be brought to communities, and an interest awakened in it, therefore naturally became one of the projects undertaken by students in the theatre courses at Sarah Lawrence College a year or so ago. They found one solution to the problem in the discovery of a fifteenth-century nativity play which, in addition to its extraordinary charm and simplicity, had the advantage of being portable. With a horse-drawn wagon as a stage, it could be transported from one community to another and presented in the open air to audiences who surrounded it on three sides.

The choice proved to be a particularly fortunate one, partly because of the pure artistry of the play, and partly because it symbolized and coincided with the Christmas season of communal brotherhood and good will. The original script had been annually presented by the Tailor's and Shearer's Guild in Coventry, England. Four students undertook to condense it in order to facilitate production, but the continuity of the play was carefully preserved.

It opened with the appearance of Isaiah, who mounted the wagon in order to prophesy the coming of the Christ Child. The scene following this prologue included the Annunciation, first to Mary and then to Joseph, ending as they left the wagon, presumably on the way to Bethlehem. The revelation next came to the three shepherds and three kings. Herod was also informed, and intercepting the foreign kings on their way to Bethlehem, welcomed them with kingly dignity while treacherously planning their deaths and the massacre of male infants, designed to protect his position as supreme ruler. In the following scene, the kings were warned by an angel of Herod's perfidy and changed their route in order to avoid death at his hands. The finale took place in the manger at Bethlehem. The adoration of the kings and shepherds was followed by the departure of Mary, Joseph and Jesus for Egypt, and the play ended as they left the wagon, Mary and the Child seated on a tiny live donkey.

Every student in the department contributed some time

AUTHOR *is director of publicity, Sarah Lawrence College.*

and effort to the project. The actual cast numbered thirteen, and was supplemented by twenty members of the chorus dressed as English carolers, who stood slightly apart from the wagon and provided musical bridges to link the different scenes. Also, they sang a number of traditional Christmas carols both before and after the performance. Those students not engaged in acting, worked on construction, costumes, make-up, lighting, publicity and directing.

The costumes were executed from sketches submitted by members of the costume-design classes who based their drawings on a study of Giotto prints. The crude, solid simplicity of the clothes worn by Mary, Joseph and the three shepherds provided an interesting contrast to the brilliantly ornate costumes of the three kings and Herod. The portable stage presented a number of problems, and several ideas were submitted from the classes in stage design. The design finally chosen provided for a covered manger at one end of the wagon. The curtain in front of the manger was to be drawn back in the last scene to reveal Mary and Joseph.

In addition to the presentation of "The Nativity" at Sarah Lawrence, four performances were held in the surrounding communities of Yonkers, Mt. Vernon, Bronxville and Eastchester, and had a final appearance in Washington Square in New York City. The weather was generally cooperative, except in the New York performance where the actors had to compete with a raging snowstorm. Perhaps the most memorable performance, however, was in Mt. Vernon, where the audience was mainly made up of children who responded enthusiastically to the pageant. In addition to expressing violent disapproval of the tyrannical King Herod, they reacted with great delight to the white and gold angels. Gabriel, for instance, had her gown tweaked by one of the youngsters, who asked with touching faith, "Will you say a prayer for me tonight?" Another child was more skeptical. Inspecting the swathed and illuminated bundle which represented the Christ Child, he announced to his more gullible friends, "It's nothing but an old flashlight!"

The community performances were made possible by the sponsorship of local recreation organizations. The public response to this experiment was immediate. Letters of thanks and congratulations appeared every day, both from individuals and private organizations. Also the play was widely publicized in the current periodicals. Local and New York newspapers carried articles, pictures or editorials, and comment on it appeared in print even in the distant columns of the *Baltimore Sun, New Orleans Times-Picayune, Los Angeles Herald* and the *Paris Herald Tribune.*

As a direct outgrowth of this experience and the resultant requests from surrounding communities to continue to work with them, two members of the theatre faculty, Miss Madalyn O'Shea and Mr. John Blankenchip, offered a course in which students made a study of the function of the theatre in relation to the community. This course involved active theatre projects, such as children's plays, to be put on in conjunction with recreation departments, and other experiments in theatre, such as programs of improvisations, sketches and one-act plays relating to problems in which the community is interested.

One of the projects was a dance and song version of the children's record, "Tubby the Tuba." Against a background of bars of music decorated with notes, sharps and flats, students dressed as the various musical instruments told in dance and song the story of the tuba who could not learn a melody. This was given for audiences of children in several schools in Westchester and in the children's ward of Bellevue Hospital in New York.

During the summer of 1950, a troupe of Sarah Lawrence theatre students toured Westchester County presenting children's plays, using the horse-drawn wagon stage in the parks and playgrounds of seventeen county communities. The group consisted of four Sarah Lawrence students, one Sarah Lawrence alumna, the brother of a student and two students from Harvard and Duke. There was a stage manager, a publicity and promotion manager, a driver who was also official baby-sitter for the spirited team of horses. As in most projects of this kind, every person did not only his own job, but pitched in on that part of theatre referred to as "back stage work." The directing and designing of the shows were handled by Mr. John Blankenchip, of the Sarah Lawrence theatre faculty.

The three plays presented were "The Emperor's New Clothes," "The Fisherman and His Wife," and "Pierre Patelin." "The Emperor's New Clothes," the well-known

In The Fisherman and His Wife, a genie is called forth in a cloud of smoke—through a trap door in the wagon floor.

Hans Christian Andersen fairy tale, was chosen as the afternoon show for children. It is the story of two indigent weavers who fabricate a magical cloth, supposedly visible only to able, intelligent people. When the cloth is cut as a suit for the emperor's birthday, no one, including the emperor, dares admit that no material exists; instead they outdo each other in extravagant praise. At the end of the delightful scene in which the emperor is finally "clothed" in his new suit, he parades through the audience under a large red canopy wearing only his long-johns. Before each performance a child was selected at random from the audience to deliver the punch line, "But Mommy, he hasn't

any clothes on." The success of this arrangement depended upon the precarious thread of the temporary ingenne's memory and stage presence, and delivery ranged all the way from "The empire doesn't wear nothing on," to "Oh, mommy!" and occasionally no line was heard at all.

The other two shows needed no outside help, but there were always places in the script to keep the actors worried. In "The Fisherman and His Wife" a genie is called forth. Interrupted in a rendevous with a mermaid, he appears in a cloud of smoke through a trap door in the wagon. On occasion, the smoke bomb didn't work or the trap door got stuck, forcing the genie to be manually catapulted onto the wagon. In "Pierre Patelin," a farce involving an irresponsible lawyer, an even less responsible shepherd and a scheming tailor, no one ever knew quite what the end would be. The final scene found the lawyer chasing the shepherd, while the tailor chased the lawyer . . . twice around the wagon, once across the top of it, and then through the audience which, by that time, was pardonably wondering who was chasing whom. One evening just before the show, laughter was heard from the assembled spectators. Sammy, the more lovable of the two horses, had prematurely opened the show by turning calmly around in the traces to munch away at the medieval straw broom from the Patelin household.

"The Nativity" play, however, has been given again and again at Christmas time, by different groups of students, with new approaches to lighting and staging, offering to both participants and audiences an entertaining and satisfying experience.

Instead of the one, original Santa Claus, the situation required four.

Artificial Snow Event

The recreation director of San Gabriel, California, Johnny Klingenspor, is a snow enthusiast of the first degree. Recently, he bemoaned the fact that San Gabriel is in the citrus belt and therefore his little proteges had never had the thrill of supervised winter sport play. Being a man of direct action, however, he changed this with one swoop of his recreation budget.

The decision was made to hold an artificial snow storm at Smith Park in San Gabriel. Contacts were made with the motion picture studios for the use of their giant snow machines, and fifty thousand pounds of ice were ordered for the event. The recreation department generated such steam and enthusiasm in San Gabriel, however, that donations from residents were soon being received. What had started as a local event snowballed into a national event.

When the day of the Snow Frolic rolled around, a grand total of one hundred thirty-one thousand pounds of powdered ice was on hand—enough snow to cover an acre of the park six inches deep. The recreation department also stocked up with six thousand ice cream cones, two thousand sacks of popcorn, three thousand wienies and ten thousand marshmallows for the children. Instead of one Santa Claus, there were four. Instead of the original twenty-five hundred children expected, there were over eighteen thousand under ten years of age, as well as a similar number of adults.

The snow in the orange belt stunt caught the fancy of the papers, magazines and newsreels, and seventy-two photographers were on hand. The event was televised on three stations, and two newsreels were made of it. *Life*, *Time* and *Pic* magazines sent people to cover it, and its story was run in over eighteen hundred newspapers throughout the country.

Mr. Klingenspor and his staff of eight recreation directors came through the ordeal with flying snowballs. Snow-flushed children were given toboggan rides down specially built slides, snow man contests were held, lessons were given in the art of skiing, and of course the inevitable snow ball throwing took place.

The Red Cross tent, set up for emergencies, reported that things went so smoothly that there were only five minor injuries, including a black eye suffered by one member of the recreation department who tried to stop a flying snowball.

Big bonfires were built to keep the children warm and to assist in serving hot refreshments. The adults were not forgotten either. Square dancing was held on the tennis courts and over five thousand square dancers came to dance near the snow and in the snow.

A little event had grown into a big one, with great credit to the recreation department for producing so rare a spectacle as an artificial snow storm.

Santa brings his reindeer

When over two thousand persons and four arctic reindeer work for three months to create a Christmas parade, it's bound to be successful—particularly when the merchants of a city put up $4,800 to buy the necessary materials.

That is the way it was done in Oklahoma City last year. During the preceding February, the board of directors of the Oklahoma City Retailers Association approved the general idea of a Christmas Parade, proposed by Emmett E. Barbee, the secretary-manager of the association, and voted a budget of $4,500 for the event. Dr. Chester Swanson, then deputy-superintendent and now superintendent of schools, was the next to hear about it and he, in turn, presented the idea to the principals of the fourteen high and junior-high schools of the city. All agreed to cooperate.

Several conferences followed, with Mr. Barbee, Fire Chief R. G. McAlpine, who was the parade marshal, and Catherine Simpson, of the recreation department of the Oklahoma City park system, working out the general plans. A parade committee, which was later augmented, met during August. Among its members were representatives of the police department, city schools and the head of the school art department. The next month, Mrs. Simpson and Emmett Barbee met with the fourteen school principals and worked out a set of rules to govern the building of the floats.

It was agreed that fourteen city schools and two Catholic high schools would enter floats, with each participating school receiving one hundred dollars from the Retailers Association for the purchase of materials. Schools were asked to stay within that budget and to return any unspent balance. Nothing could be borrowed except a truck or chassis for the float.

The theme for each entrant had to be submitted for approval by the fifteenth of October in order to avoid any duplication. As soon as each was approved, a check for expenses was mailed to the school principal. Next, a meeting of student representatives of the schools was called so that they might help determine the position of each float in the parade. In fact, as far as possible, all decisions were left to students and faculty. In addition, a display manager from a downtown store was assigned to each school to serve as counselor. However, nothing could be rented from the counselor's own store. Catalogues from the Chicago Artificial Flower Company, 3520 West Fullerton Avenue, Chicago, and Gasthoff's Manufacturing Company, 316 South Rome Avenue, Tampa, Florida, were very helpful in the selection of designs and display material. Each display manager was presented with twenty-five dollars, and the promise of a chance at the one hundred dollar prize to be given to the one who helped with the winning float. Thus the incentive was provided! The float prizes also were worthwhile—with a first prize of two hundred dollars, second prize of one hundred dollars, third prize of seventy-five dollars, and three honorable mention prizes of thirty-five dollars each.

The art and wood-working departments of each school worked together so well in designing and creating the floats that, of the sixteen finally completed, nearly all would have qualified for a place in a professional parade. About half of the themes were religious while the other half reflected the very fine spirit of the Christmas and holiday season. Not a line of advertising of any kind was to be seen anywhere during the ceremony!

On the day of the big event, schools were dismissed at one-thirty, for the parade was scheduled to start promptly at two-thirty. To facilitate matters, a blueprint of the park-

Fourteen public schools and two Catholic high schools in the city entered floats created by students and faculties.

ing spaces at the point of assembly and of the parade route was mailed to participants, and one hundred policemen and one hundred guards from nearby Tinker Field were drilled in handling the crowds. Forty-five minutes were required for the parade to pass the reviewing stand. A large number of extra buses was put into service at one-thirty, and was available immediately after the parade. By four-thirty, the congestion was completely relieved and the five o'clock rush was not hampered by parade crowds.

Quite early all schools were notified on what points their floats would be judged by a committee of one prominent artist, two art instructors from a local university, a display specialist and a minister. Each member made his choice independently, using a point system, and it was simple to total the points after the parade and announce the winners.

Thirteen school bands, with about seven hundred musicians, and seven school pep clubs, with more than six hundred members, took part in our first venture. Each band was allowed twenty-five dollars for the transportation of players and instruments. However, this amount proved to be inadequate and will have to be increased another year, probably to thirty dollars.

The last featured number of the parade was old St. Nick himself, in a sleigh drawn by four live Arctic reindeer. It cost five hundred dollars to rent Santa's helpers from a Texas rancher who goes to the Arctic each year to supplement his herd, but it certainly was worth it! It is doubtful that even a few of our 100,000 spectators had ever seen live reindeer, and the children loved them.

Arrangements were made with a commercial photographer to take pictures of each float, and our local newspapers gave us five advance stories, ranging from a half column to a column. They also ran two forty-inch ads; and the day before the parade we, ourselves, splurged on a one hundred twenty inch ad which cost us seven hundred dollars. Also on that day, twenty of our members, who regularly advertised in the Sunday paper, ran notices about the event.

This was the first parade of its kind ever tried in Oklahoma City and many mistakes were made—but they will be eliminated in the future. In September, a lengthy bulletin was sent to all schools, followed by six others, clarifying matters and analyzing the problems which beset us. These bulletins also went to the principal of each school, the faculty members assigned to supervise the floats, the counselors, student representatives, the bandleaders and all members of the general parade committee. Addressograph plates were made for each so that further communications may be sent out promptly when needed.

No doubt about it—our parade was successful and Mrs. Simpson and Chief McAlpine deserve a great deal of the credit. We can now look forward to even bigger and better events for our community.

All the Toys Come to Life

The doll buggies, scooters, hobby horses, soldiers, dolls, balloons and other toys dance around high Christmas tree.

SANTA OPENS his wonderful pack and all the toys come to life, in one of the most striking scenes of the Oakland, California, recreation department's Christmas pageant, "Light of the World." The two-hour pageant will be given for its twenty-fifth year on December 8 and 9 in the local municipal auditorium. Some seventeen hundred school children from six high schools, eight junior high schools and fifty-four elementary schools will take part in the series of dances with orchestral accompaniment. The largest group dance depicts four hundred twenty-five Christmas fairies, some three years of age, welcoming the spirit of Christmas.

Since 1926, directed by Miss Louise Jorgenson, the traditional festival program event has been a sell-out in advance of the pageant nights. No dress rehearsals are held, but for two months prior to presentation, rehearsals take place at the sixty-eight schools.

The pageant is divided into three parts: the Light of the Sun, the Light of Peace, Love and Kindness and the Light of the East. The Light of the Sun portrays the early legendary worship of the sun by primitive man and the celebration of the victory of light and warmth over darkness. As time progresses, the early worship of the light of the sun came to have a more significant meaning; and in the Light of Peace, Love and Kindness, the spirit of good will and giving is stressed. In the Light of the East, the birth of Christ, as the spiritual light of the world, represents the present significance of Christmas, the spirit of Christmas as we know it today.

Building Community drama

Helpful suggestions made by Donald Wetmore, drama advisor to the Nova Scotia division of adult education, over the Trans-Canada network of the Canadian Broadcasting Corporation.

The Drama Group

Most amateur groups, asked why they want to put on a play, say they want to make money; but they could make more money more easily with a dance or a rummage sale. They say it develops character. So do group games and panel discussions. Money, teamwork, character development, recreation—all of these do appear as objectives, but at the bottom is the truth stated by a choir leader: "We love being in a play; we always have a good time with it; and it's a chance to use our imaginations. We want something worthwhile that will give us a lift."

That being true—and it is, let's put on worthwhile plays. To recognize a good play, look for believable characters. Something interesting happens to them, and the plot therefore is built upon suspense. The dialogue has some distinction and is worth listening to, and the whole thing is lively entertainment.

Clever farce, comedies, pleasant and likeable characterization and mysteries usually make money. A lot depends upon how often a community has a chance to see plays. Repetitious gags, freakish characterizations, routine plots may not yet bore the audience—nor the actors. However, experienced players want something that will spark their imaginations. They want the lift of a good play. It's better to be a little ambitious—even in scenery. It is not necessary always to have plays with just one set. The challenge to the construction crew and the property man will interest them and bind them more firmly to the group.

But if you *are* ambitious, face the difficulties early. In sophisticated comedy of conversation, what about voice, diction, a Mayfair accent? Shakespeare or a Biblical play? Voice projection, movement, costumes. A farce? Speed, always speed.

The cast should be responsible for the play, and only the play. Backstage, publicity, ticket sales should be handled by another organized group, set up early and given responsibility.

Any group that wants to put on a play should have some sort of workshop. Not only is scenery to be constructed, equipment gathered, rehearsals held, but a spirit, a nucleus for continuing effort, can center about a place of the group's own. You don't need a hall for this; any little-used public room, someone's "parlor," will do. It should be available at least twice a week. The object of a workshop or studio is to create opportunities for improvement through study and practice.

The workshop may be an important cog in the business of building interest and a permanent group, as well as a place in which to discuss plans, ideals, the future. How can we get the community behind us? These workshop sessions often will be for small groups, such as those studying design and making scenery, or make-up, or the use of lights, how to dye materials, how to make and use puppets, or model stages. Mostly, however, a workshop is used for two purposes—to improve acting and to stage short plays. Monthly meetings for all members will be improved by reports of progress, and by the staging of plays for the group. One of the main functions of the workshop will be to get up attractive items for the monthly meeting.

Three important phases of producing demand attention in the workshop—practical training in use of the voice and body, exercises in acting technique, and the study of plays. To read Gilbert and Sullivan's delightfully deft and tongue-twisting songs, followed by the reading of the Psalms of David—that alone would make a valuable session. Body training should be based on shadow plays and pantomimes. Start by acting out familiar situations—going to the dentist, going fishing. Add characterizations, and finally a plot with a climax. Experiment with making up such plots.

Acting technique is best studied by use of scenes from plays or short skits, learning to take the cues and lift the ends of sentences. Let the play-reading committee recommend scenes and short plays and stage the reading in front of other members, with only a rehearsal or two, the players holding scripts. Suggest stage movements and observe the moods and climaxes. Your greatest lift will come from attempting bits from great plays, things you'd never dare to do for the public.

Just one caution: don't let anyone get the idea the group is a closed clique. Welcome newcomers, give generously of your services to community projects. Be sure to have

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some plays on call to use at the local orphanage.

A drama group should not get into a rut. One of the nicest things people can say is, "We never know what to expect, but it's always good." A good formula is two parts popular fare to one part less commercial drama. This makes for a colorful season.

Advertise your plays well. Put out some good publicity which will indicate the enjoyment to be found in them. Some groups present carefully written program notes, or a commentator, or even a forum after the play.

In choosing plays, remember people like plays with laughter, especially if the laughter is healthy and the comedy deals with pleasant people. The fun in stock characters of dominating wives, hen-pecked husbands, social-climbing widows and skinflints is soon exhausted. Some of the best comedies of the pleasant type are: *The Happy Journey, I Remember Mama, January Thaw.* People like mystery comedies such as *The Bishop Misbehaves, The Ghost Train.* Above all, once in a while there should be a play with an idea, such as *Our Town, Thunder Rock* or *High Tor.*

We must not forget the children, the future theatre audience. Let grown-ups and children be in the play together and make it a big one, like *Cinderella, Snow White* or *Hans Brinker.*

Include an evening of one-act plays—maybe those already tried out in the workshop. Here everything may be included, from the poetic tragedy to social documentary, and especially short folk plays.

Community Program

A community can do almost anything once people get together in a determined effort. A college group refused to do *I Remember Mama* because of the elaborate settings. A backwoods group took the same play, scrapped the Broadway settings, set up four simple platforms in each corner of the stage, all that was needed to take care of the many short scenes. A cast of seventeen adults and five children spread the acting over the district, and the complicated backstage work used a crew of many more. The whole district was sold on the play. That's community drama!

Many celebrations ought to involve all the local talent—an annual or semi-annual outpouring of gifts. Sometimes an evening can be made up of separate club productions—a one-act play from the drama club, a short pageant from the high school, a memorial service from the church group, tableaux from the veterans or the Red Cross, background music from all the choirs singing together. All this might be connected by a commentator from the American Legion. Group responsibility like this spreads the work and enriches the experience of everybody.

Few choirs have enough people to attempt anything ambitious, but massed choirs could give light operas and tuneful musical comedies. There are many.

There are charming musical plays that children can do, too. Often the burden of a children's program is laid upon the teachers; but since the program is for the community, and enjoyed by the community, why should not everybody help?

Perhaps the commonest type of community program is the historical pageant. This often is difficult and sometimes expensive. What about simple scenes on local subjects written by special groups? These can be enormously successful.

A group in New Brunswick staged a play about their home town, showing what it was like in bygone days. One episode keeps them chuckling yet—the old-time fire department with the village fathers hopping madly about the stage armed with axes and buckets and clad in long flannel night-shirts.

Now a group in Weymouth is writing a play, *Is This Weymouth?* They meet all over the house of the leader, in the living room, kitchen and bedrooms, each group working on one episode. They read old newspapers, talk with old-timers and, when they get together, one suggests a line, another modifies it and by the end of the evening, the script is on the way.

Projects like these are possible if people get together and stick to their aim. Once a production has reached out and touched all the people in a district, there's a feeling of having done something fine for everybody. They have produced the best that *community* citizens can offer.

Successful Athletic Tour

● John J. Downing, director of recreation with the New York City Department of Parks, served as manager of a group of United States track and field athletes who made a good will tour of Japan under the auspices of the Amateur Athletic Union of the United States in the summer of 1951. Twelve athletes and two coaches made up the team which competed in twelve Japanese cities. Many records made by foreigners in Japan were equalled or exceeded by this visiting group. The athletes were royally entertained throughout their tour, which included four days in Honolulu where Theodore Nobriga, the director of recreation, served as host.

Mr. Downing reported attendance at the games as varying from fifteen thousand to forty thousand persons. In some stadiums, girls' dancing exhibitions and track and field championships for boys and girls were interspersed with the feature events. Clinics on track and field activities were conducted by the American coaches.

Perfect sportsmanship was displayed by the athletes, according to Mr. Downing, and there was considerable fraternizing, discussions and demonstrations between the Japanese and Americans. He adds:

"Using as a barometer the applause of the spectators at the opening and closing ceremonies, and the winning of events by our athletes, also, the warm welcome extended to our team during the street parades of welcome, I am certain that the tour accomplished one of its principal purposes, the establishment of good will between the people of the United States and Japan."

The prearranged schedule did not permit Mr. Downing to attend the Japanese Recreation Congress, but he sent a message of greeting to that Congress in behalf of the recreation workers in the United States.

Notes for the Recreation Executive

STAFF MEMBERS SPEAK OUT

At the 1950 fall conference of the Illinois Recreation Association a section meeting was set aside for members of recreation department staffs. It was unanimously agreed that staff members should be given an active part in planning the program for the association's annual meeting, and that problems of staff members should receive a place on the program. The group indicated the following problems to be of vital importance for the consideration of the recreation executive.

1. Recreation executives (men) often do not consider experience, background, and services rendered when alloting jobs at the supervisory level. Too often men are given these jobs when women staff members are better qualified. There should be no discrimination merely on the basis of sex, and women should be allowed to supervise men if their ability and experience warrant such consideration.
2. Women staff members too often are required to conduct most of the creative activities in the department (arts and crafts, music, drama, etc.) since men are usually untrained in these activities. The conduct of the fine arts program involves a great deal of difficult promotion, working with poor facilities, and involves a great deal more work than conducting sports and other activities handled by men. Thus the men conduct the activities that have a more popular appeal or require less orientation and a shorter instruction period before satisfactions are realized. Furthermore, too many executives do not encourage supervisors and leaders of activities that have a wide popular appeal to influence children to participate in the creative activities. The reason is often lack of understanding by the executive of the various program areas, especially activities involving the fine arts.
3. There should be no differentiation in salaries between men and women staff members for performing essentially the same jobs.

The group also expressed the opinion that administrators should share their problems as much as possible with staff members.

"Staff members often do not know why they are required to do things a certain way and are unaware that it is often a community or board influence that forces the administrator to follow a given policy. Such a sharing of mutual problems will allow staff members to contribute to the solution of such problems, and at the same time provide a basis for common understanding and esprit de corps between the executive and the staff."

The following points were considered to be of importance in executive-staff relationships:

1. In general, most staff meetings are "abominable," whereas executives can do a great deal to make them more interesting and stimulating.
2. Staff meetings are often too formal and staff members cannot or will not criticize the executive's policy for fear of retribution. There should be some reasonable job security for the staff member.
3. Staff members should become familiar with all phases of the total program and not become so involved in their specialties that they do not understand what other staff members are doing. Likewise, the executives should ensure that all staff members cooperate in the conduct of special events regardless of which special event is being conducted. Executives should ensure that staff members promote all phases of the program, not only those phases of the program that are their own specialties.
4. The executive should ensure that there is an adequate in-service training program conducted in the department to allow supervisors and staff members to further their own training and also to train temporary staff members, volunteers and junior leaders. Such training for regular staff members should include definite practical experience in performing executive duties as well as experience in the various phases of program operation.

A. There should be periodic departmental training institutes to carry out the above-mentioned program. Staff members should receive pay when attending such institutes.

B. Evaluation institutes are recommended to help the staff and the executive to determine progress made from time to time and to formulate the future plans of the department.

Automobile Allowances

Seven cents per mile is the rate of reimbursement most frequently used today by governmental jurisdictions for private automobiles used on public business, according to a recent study reported by the Municipal Finance Officers Association. The range of reimbursement varies from five to ten cents per mile as compared with a range of four to eight cents in 1944. The association recommends use of a fixed mileage rate wherever practical for a number of reasons, and suggests considera-

tion of step rates which provide progressively lower rates of reimbursement as the amount of travel increases. Aspects of the problem covered by the report—entitled, "Allowances for Use of Private Automobiles"—are: methods and rates of reimbursement, practices by selected state governments, and methods of determining rates and of controlling use of automobiles. The four-page report may be secured from the Municipal Finance Officers Association of the United States and Canada, 1313 East Sixtieth Street, Chicago 37, Illinois, at fifty cents per copy.

Liability

The growing tendency of the courts to hold recreation agencies responsible for their acts was pointed out in a talk entitled, "Liability in Public Recreation," by Dr. William H. Freeburg of Southern Illinois University before the 1950 fall conference of the Illinois Recreation Association. Dr. Freeburg stated that in general there is no liability for public-sponsored recreation in Illinois, where the recreation department functions as a governmental agency. He pointed out, however, possible instances where liability might be applied as follows:

"Although the operating recreation department has been established as a governmental function in Illinois, there are times when it might be considered as a proprietary function. When governmental agencies violate statutes, the agencies sometimes become liable for damages. Some of the laws in Illinois which might frequently be violated include building codes, nuisance laws and laws requiring mandatory acts to be performed. No record was found of a case in which a recreation department has been sued for the above causes.

"It can readily be seen that the basis for the 'immunity doctrine' has little chance for survival in our present-day society. Many states have changed the operation of their recreation and park departments to a proprietary function. It is highly probable that the state of Illinois may do likewise before many years have passed.

"There is a similar 'immunity doctrine' established for charitable corporations which conduct recreation programs in Illinois. The doers of charity or, in other words, the workers and directors, are in most cases subject to the same law as other private individuals."

Narcotics

The apparent rise in the use of narcotics by juveniles is recognized by the Los Angeles Department of Recreation and Parks in its weekly bulletin for September 1951. It points out that since children of that age span constitute the majority of patrons visiting the public playgrounds, directors should have knowledge of this problem.

"It should be the responsibility of each director to read and study carefully all of the valid and scientific material that is offered on this subject. A few cases have come to our attention where narcotics, especially marijuana, have been sold to youth on playground property. The sale of narcotics is not restricted in this city to any type of neighborhood but seems to reach into all areas alike.

"We are told by the Los Angeles Police Department that the arrest of juveniles for possession and sale of narcotics is up approximately one hundred fifty-five per cent over last year. Apparently, those selling narcotics find it most convenient to contact and sell to users at teen-age dances and also at open spaces in playgrounds, parks and schoolgrounds, as well as other places where young people congregate.

"The use of narcotics is of such a vicious nature that recreation directors should take a very firm stand against its use or sale on the part of youthful patrons. Even though directors must have the full confidence of children who visit the playgrounds, this confidence cannot be sustained at the expense of condoning the use of narcotics on the part of children. Directors should take a firm stand in counselling with the youth who visit the playgrounds. Children should know the directors' stand on this matter and should not tolerate any patron who uses, sells, or condones such use on the part of others."

Board Members

The composition of recreation boards and their functions were discussed at the 1950 conference of the Illinois Recreation Association. In summary, the group agreed that:

1. Board members should not be expected to act as rubber stamps for the director of recreation.
2. Each board in the state should have at least one woman member and one politician. The politician was included because it was felt that he could handle other politicians who might be "sold" on what the department was doing. The woman member received the nod because everyone felt that a woman would help greatly in interpreting the program to women's groups.
3. The board should assume a responsibility for good community relationships. Board members should be willing to run interference for the department's program whenever controversies arise.
4. Each recreation board should have one member from both the school board and the park board serving actively.

Awards for Volunteers

The service rendered to recreation departments by individuals and organizations has played a large part in the success of expanding recreation programs. The growing tendency to recognize this service in a tangible way is illustrated by the awards granted by

two recreation authorities in California.

The Burbank Recreation Department has recently inaugurated a program of honor awards for meritorious community service. An award certificate is presented to persons and organizations rendering service to the recreation department either through donations or service in time and effort. The certificate indicates that it is presented to the recipient "For Outstanding Civic Service Rendered to the Recreation Program for the Youth and Adult Citizens of Burbank in the year 19—." It is signed by the president of the park and recreation board and the mayor of the

city, and the presentation is made by the mayor at a meeting of the city council. The program of awards has been heartily endorsed by the city authorities and it is felt that it will aid materially in developing good will toward the recreation program.

The Greater Vallejo Recreation District also honors persons or groups who have done a particularly fine piece of work, or who have given of their time and talents to the recreation program, through a monthly "Laurel Wreath" award. The Vallejo Community Center Mother's Club, which since 1948 has sponsored and assisted with dances at the center, was a recent recipient. Its assistance has taken the form of chaperoning, check room attending, ticket selling, door guarding, refreshment dispensing, and cleaning up after the dances. Several members of the mother's club were cited for their special service.

No Cause for Action

Early in 1951 the jury in the Essex County, New Jersey, court handed down a unanimous decision which should be of interest to recreation authorities. In July 1949, in a twilight baseball league game in Maplewood, New Jersey, a first baseman was chasing a high foul fly; and in doing so he stepped on and spiked a woman walking in the park, throwing her to the ground. She brought suit against the first baseman, Maplewood Community Service and the Veterans of Foreign Wars Post, which was the team's sponsor, suing for $1,000 and $10,000 for medical expenses, loss of work, and suffering. The claimant maintained that she was walking in a public park and was entitled to collect. The defense claimed that the ball player had a right to be there and to play the ball in a normal way. The case was decided in favor of the defendants, with no cause for action.

According to the executive director of Maplewood Community Service, the testimony of the league director and the base umpire, with the report of the accident at the time, were offered in support of the player's statement. He suggests that the experience in this case emphasizes the importance of competent umpiring, with records kept of the name, address and telephone number of the umpire of each game. A suggestion also was offered that where games are played in an open park, signs, such as, "When a game is in progress proceed at your own risk," might help avoid possible accidents and aid the defense in case of claims.

Basic Organization Principles

At the Southeastern Recreation Executives' Conference held in Jacksonville, in March 1951, Dr. Howard Danford outlined the following basic principles for good administration and effective organization of recreation:

1. *Centralization of responsibility.* Good organization requires the establishment of a chief executive. This is a principle, validated by experience in the field, a basic principle of the universe—for a ball club, for the government, for a city, for a church.
2. *Creative participation.* Bring into the planning all representatives of those who are involved in the plan. For example, in planning a community center: invite the youngsters, for they will make or break it—let them elect their representatives; invite the parents—they want to know what is being done, what the hours are; the school people, particularly if it is to be in their building; and a representative from the recreation department. Centers are successful where young people and adults sit down together to make up the program; the adults then keep in the background.
3. *Systematic collection of facts.* It was found that almost all injuries on a playground horizontal bar happened to small children; so a rule was made that no one who had to be lifted to reach it could use it. The development of a policy or procedure should be done through this systematic collection of facts, not theories.
4. *All facilities, activities and services should be made to yield as large a return as possible.* School buildings should be used to the fullest—open to recreation nights and week-ends. "Drop-the-handkerchief" can yield not only fun, but the excitement of chasing, and being chased. All the fun is gone if the same ones do all the running.
5. *Is the program for all?* Is it fitted to the nature and needs of individuals in a democracy? An activity that is good for high school age may not be good for grade school children. It must fit physically, emotionally, psychologically. The leader must know something of physiology—boxing is highly hazardous, for instance, as the brain does not fit tightly in the skull and is rattled when hard hit, so that constant punching causes serious injury. Some programs stick too much to the traditional. Schools and recreation departments must expand their programs, so the oldest and youngest can participate. There are four great drives to action in human beings—security; new experiences; recognition; and congenial companionship—all of which they can get through recreation.
6. *Administration should provide in advance for problems that may come up.* Get written permission from all parents for a hike; call everybody involved in a team decision; prepare for fire before a lantern parade.
7. *Understanding is basic to appreciation, and appreciation is basic to support.* Public relations program—make it continuous, using all media; never miss a chance to explain why recreation is good.
8. *Ample recognition should be given to the individual in recreation.* A weekly newspaper column on playgrounds should be filled with names, posted for all to see. Prizes are not necessary, but let all have the pleasure of recognition.
9. *Tested routine procedures should be established.* When there is an injury, a routine procedure should be followed, for the protection of the child and of the playground director; otherwise, the playground and the director can be sued if something goes wrong.
10. *Administration must be based on a sound philosophy of recreation.* Perhaps this should be the first principle, because if you don't know where you are going, you get nowhere.

A young father tore a world map out of a magazine and cut it up as a picture puzzle for his small son. The boy soon put it together and, when asked how he did it so quickly, replied: "See, daddy, there's a picture of a boy on the back. I knew if I could build the boy right, the world would come out all right, too."—BP *News*.

RECREATION and DEFENSE
-at the Boston Congress

THERE WAS NO HOOPLA, no flag waving, no intense emotional patriotic spree. The fifteen hundred delegates to the National Recreation Congress in Boston, October 1 to 5, were calmly and intently concerned with the problems of defense recreation services. Distinguished national defense officials joined with recreation leaders from every section of the country in fitting together the diverse elements of defense into a single backdrop before which all life goes on today.

Four special defense meetings were held. A general session Tuesday evening featured the speeches of Brigadier-General C. W. Christenberry, Chief, Special Services Division, Department of the Army; James J. Wadsworth, Federal Civil Defense Deputy Administrator; Ralph R. Kaul, Chairman, Critical Areas Committee, Defense Production Administration; and Oscar Sutermeister, National Resources Planning Board. Sponsored by the National Advisory Committee on Defense-Related Services of the National Recreation Association, the general session was chaired by Stephen Mahoney, vice-chairman of the committee. Two discussion groups met to consider recreation for the armed forces and recreation and civil defense. A special luncheon meeting was concerned with community services in defense-impacted communities.

Defense Affects Entire Congress

These special sessions were only a partial reflection of the impact of defense upon the Congress proceedings. The large opening session on Monday started the ball rolling with an address on "The Chances for Peace," by Erwin D. Canham, editor of the *Christian Science Monitor*. Wednesday evening, at the banquet, John Tasker Howard, a member of the board of directors of ASCAP, reviewed a "Century of Popular Music in America," pointing out that every war except the current struggle in Korea has been marked by the writing of popular music to commemorate the event. He noted that no one wants to compose music about what is happening in Korea, but that, if someone did, no one would want to sing it.

The presence, at the Congress, of almost a hundred uniformed representatives of the armed services could not help but be noticed and felt. Every discussion group could not avoid touching upon ideas and problems which were intimately affected by some phase of the defense program.

Contribution of Recreation Spotlighted

The featured speakers for other general sessions continued with the theme which concerns us all. What is needed, they said, is not a quick and total mobilization for war. This is no occasion for a sudden surge of emotion. It is a period of long-term preparation for the defense of freedom and the democratic way of life. New facts must be faced; new concepts understood. Planning must be long range. There must be continued preparation for civil and military defense and for maximum industrial production of all types of defense materials.

In this setting, the contribution of recreation to the total national defense program was clearly spotlighted. The morale of the military and civilian population in the battle of production, or under any possible attack, is at stake. For this reason, an alert, aggressive community recreation program is needed far more now than ever before.

Recreation and the Military

Brigadier-General C. W. Christenberry left no doubt in the minds of Congress delegates that our defense department is vigorously prosecuting a program intended to provide "servicemen and women with cultural, religious and recreational opportunities to help them grow as responsible citizens of this great nation."

"Morale," he declared, "is an important army weapon. Without it, we cannot expect to win battles or wars. It would not be consistent to expend the time, personnel and funds required to train one soldier during his normal duty hours and ignore the hazard which is involved in not having a properly-directed program in which to channel his off-duty time."

It is the desire of the military, General Christenberry said, in substance, to make the American serviceman and woman a better person for having been in the service. In order to achieve this objective, military authorities must turn for help to the civilian agencies in each community.

"The integration of our uniformed

personnel into the recreational and cultural activities of the communities rests with the local community. The contributions by civilian agencies for maintaining a high level of morale and welfare among our armed forces, with the responsibilities localized impartially throughout the nation, is the American way of meeting this great need."

The importance that the defense department attaches to the proper kind of off-post recreation opportunities for servicemen and women was indicated by the official announcement at the Congress of the organization of its new Community Services Branch. (See page 372.) The function of this branch will be similar to that of the air force's Office of Community Services, which has been operating since early this year.

Defense Production, Civil Defense and Dispersal

Three other speakers were concerned with different aspects of production for defense. James J. Wadsworth, Deputy Administrator, Federal Civil Defense, pointed out that the military cannot win without production, and production cannot be assured without people protected by civil defense. The civil defense program is designed to "prepare our country for attack; then, no matter what hits us, we can get up off the floor and fight back."

He continued: "The building of morale, the preparation of the people mentally, spiritually and morally, may be one of the great responsibilities of civil defense. Our welfare services regard morale as a primary factor in their work . . . "

As a result of the threat of atomic attack against our industrial production, Mr. Sutermeister, of the National Resources Planning Board, explained that the Federal Government recently adopted a national industrial dispersal policy for new and expanding industry. It will be constructed in widely-separated localities, rather than within a few large industrial areas as heretofore. Responsibility for carrying the program will rest primarily with local groups. The Federal Government will stimulate dispersal by a scheme of incentives connected with allocation of materials for construction, granting of certificates of necessity, granting of loans and the awarding of defense contracts. In addition, the government has pledged to disperse its own facilities. This program, with its need for the maintenance of considerable open space between industries, as well as between army installations, presents a challenge to community recreation interests to see that the finest use is made of that land which is potentially suitable for recreation use.

Recreation Is No Frill

Ralph R. Kaul, recently of the Defense Production Administration, approached the problem of defense production from another angle. He said, in part: "Recreation is no frill in the fabric of production. It is important in a great nationwide effort, such as we now are making." The problem of providing such community services as recreation is one in which the Federal Government is directly interested. Details of the Defense Housing and Community Facilities Act, Public Law No. 139, were explained. Mr. Kaul emphasized that the funds authorized are extremely limited. "The great burden must be carried by private enterprise and local funds."

"You, who are engaged in recreation activities," he concluded, "have a great responsibility. Do all you can to incorporate recreational facilities into your communities because these will strengthen and help maintain the morale of our people as they face trying times ahead. Make it possible for workers, their families and friends to play together today and they will work together tomorrow to attain the strength and security which our nation must have. In that you will have all possible cooperation through the Federal Government."

The same deep concern with the problem of industrial production programs for defense and their relationship with community services was expressed in a luncheon meeting. John Moore, Executive Director, United Community Defense Service, and Dean Snyder, Deputy Administrator, Special Services, Federal Security Agency, detailed the part voluntary agencies and the Federal Government are taking to gear community services to defense production. Both emphasized that this must be a joint program of the government and voluntary agencies.

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"Recreation in our democratic society is always of increasing importance to the growth and culture of the nation. In times of national emergency, it becomes even more vital to the armed forces and their dependents, to defense workers and their families, and to Americans, young and old, everywhere. I am particularly glad to see that a significant part of your program this year is related to defense recreation services."

HARRY S. TRUMAN, *in a letter to the Congress.*

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A highlight of the group discussion on recreation for the armed forces was the challenge expressed by Dr. Sherwood Gates, Chief, Office of Community Services, Department of the Air Forces. Dr. Gates declared that millions of young men and women in the years ahead will be graduating from the services into civilian life. The kind of contribution these alumni will make to society will depend, to a great extent, upon their experiences while in uniform. A positive approach by all communities will help to make them better citizens for having been in the service.

An invitation to all recreation personnel to make their skills available to civil defense, through the Emergency Welfare Services of the program, was expressed by Raymond T. Schaeffer, director of Emergency Welfare Services of the Federal Civil Defense Administration and chairman of the group. He urged recreation leaders to volunteer their community organization skills in the preparation of community planning for total defense.

The 33RD NATIONAL RECREATION CONG

Presents

Delegates at Wor

Circle: Charles C. Cabot, a Boston NRA sponsor, opens Congress with welcome; reads presidential greeting

Right: Delegates thronged large ballroom for evening sessions. Foreground: Pat Hennegan, Hollywood, Florida, wears Seminole Indian costume.

Many busy, but enthusiastic, people snatch a few moments to learn, as well as actually practice, the "how-to-do-it" techniques and tricks of simple, popular crafts projects from John Mahan, Wichita.

John Collier and George Adams (seated), of the National Recreation Association, are kept busy as throngs converge on membership desk. Many new members were welcomed; old friendships renewed.

The Mayor of Rye, New York, Mr. Joseph A. Hannon (right), with Mrs. Hannon and Ralph Damiano examine Japanese crafts exhibit which was brought to the NRA Congress as good will gesture.

Mrs. Frances Parrish (left), Louisville, Ky., presents Attwell Committee check. Miss Lee accepts for NRA Attwell Memorial.

...nd at Play

...E twelve hundred men and women—professional recreation leaders and ...cutives, board members, public-spirited laymen, educators and government ...als of federal, state, county and community levels, as well as many repre...ntatives of the armed forces—meeting in Boston October 1 to 5, for the pur... of bringing about a richer life in America through recreation, also ...yed some play activities of their own. Because of the busy schedule of meet..., however, most of these were relegated to evening hours.

Mr. Prendergast successfully answers a quiz to obtain a boutonniere from banquet flower girl, Peg Dankworth, of NRA staff.

Representatives of the National Recreation Association of Japan examine materials in consultation room. Left to right, Yoshihiko Kurimoto, Masaaki Muryama, Shuichi Koba and Yoshio Imamura.

Guests arriving at the NRA tea. Left to right, board members Mrs. John D. Jameson, Miss Susan M. Lee and Otto T. Mallery graciously serve in receiving line with Mrs. and Mr. Prendergast.

Using Volunteers in a Recreation Program

Helen M. Dauncey

It is always distressing to hear a recreation leader say, "No volunteers for me. You can never count on them!" What a chance that leader is missing to enrich his program and to do a nice piece of community interpretation. A volunteer's enthusiasm and belief in what is going on in an organization, either public or private, are quite different from those of a paid worker in their effect upon the opinion of the general public who supports the program.

It seems to me there are several basic principles involved in the selection and use of volunteer workers:

1. The experience is always a two-way proposition. It must be satisfying and interesting to the volunteer as well as valuable to the organization. Volunteers are, after all, patrons, too. The benefits to them of a good program should be:

   A. Satisfactions of giving service, of being needed.
   B. New experience.
   C. Making new friends.
   D. Learning how to work with people.
   E. Learning new skills.
   F. Recognition.

2. The volunteer should be selected with the same care with which a professional worker is chosen. This means that there should be an unhurried conference, with time to sit down and get acquainted, to discover what the volunteer's interests and skills are—and what her background of experience has been. What does your program offer which would be of special interest to the volunteer? What is his or her preference as to age groups; as to time schedule? What has she to contribute? This is the time to tell the volunteer about your program, its aims and purposes, and your methods of work. Paint a fair picture of this and tell the worst as well as the best, so that she will not be baffled at the first deviation from the ideal set-up you may have described.

If possible volunteer workers should visit the program before they decide to sign up. If they have nothing to offer except time—perhaps you had better shake their hand and let them depart, for turning them loose on people might be a calamity.

3. The director of a program has a responsibility to prepare the way for the volunteers. Tell the groups their names and something about them so their reception will be one of cordiality—not suspicion. This is especially true of children who seize upon the advent of a new leader to act their worst. The courtesy of a nice introduction is the least one can do in appreciation for time and effort to be given.

4. Give the volunteers a word of appreciation and encouragement each time they come. Give them a real sense of importance for the contribution they are making to the program.

5. A trained worker should always work closely with a volunteer. Drop in occasionally to see how things are going and schedule time for conferences when the volunteer can talk over some of the problems. Too many volunteers have been lost forever as they floundered around in a difficult situation with no help or encouragement. Not knowing how to get out of it, they begin to make up excuses for not coming, or to make last-minute telephone calls asking to be excused on that day. (These are escape tactics which all of us use when we can't face an issue.) I have seen eager, enthusiastic volunteers spend time on preparation—only to find two or three children waiting for them. Reason—a poor piece of organization on the part of the agency. I have seen cases wherein volunteers were not told about a change of program or schedule until they arrived.

6. The assignment of a volunteer should be on a reasonably short-term basis, with a specific job to do and one which is interesting. At the end of this time, she may wish to re-enlist, or the agency may wish her to depart. In either case, it works out to the advantage of both to feel that the service is not to go on indefinitely, and that either one may withdraw with dignity and no hard feelings. A volunteer may come to put on a Christmas play and enjoy it, but a year of dramatics would be discouraging.

7. All the volunteers should meet together occasionally for their own enjoyment and to get the feeling that they are all part of the team. Help them plan social events for their own group.

8. A letter of appreciation from the chairman of the board, at the end of the year's assignment, will do much to keep the volunteers coming.

Miss Dauncey, *the Katherine F. Barker Memorial Field Secretary for Women and Girls, serves on the training staff of the NRA and has a first-hand knowledge of her subject.*

Actually there are two types of volunteers:

• *Program volunteers,* who assist with program leadership and who should have special aptitudes, skills and interests. What types of things can they do?

1. With children:
Teach games—either quiet or active.
Teach songs or singing games.
Teach folk dancing or rhythms.
Tell or read stories.
Help with crafts.
Coach dramatics.
Help with parties—refreshments, decorations.
Lead a club group or a hobby group.
Take children on a nature hike.
Have charge of a library.
Play the piano.
Teach a cooking class.
Help in a wood-working class.
2. With teen-agers or adults:
Coach individual sports—tennis, badminton, archery, skating.
Coach team games.
Teach social dancing.
Teach folk or square dancing.
Help with crafts.
Work with drama groups.
Help with music.
Help with social affairs—parties, picnics, dances.
Teach home nursing or first aid.
Lead a personality club.
Lead a hostess club.
Lead a radio group.
Lead a discussion group.
Help with service projects.
Direct a hobby group.
Umpire or referee games.
Sponsor teams.
Play the piano or some instrument.
Plan decoration of a club room.

• *Service volunteers,* who need no special skills, but certainly the right personality, interest in and liking for people and plenty of enthusiasm. They can:

Provide transportation for special trips.
Provide flowers or food for special occasions.
Assist in office duties—make phone calls, check attendance, type, file cards, do bulletin boards.
Make costumes.
Serve on committees or councils.
Speak to groups.
Show interesting films of a trip.
Invite groups to use some special facility such as tennis court, pool, lawn, barn.
Help with loan collections.
Help plan money-raising events for special things, such as a record player, projector, new equipment.
Take pictures of activities (for the camera enthusiast).
Serve at a snack bar.
Act as hostess (or host) for senior citizens clubs, servicemen's programs, teen-age clubs.

How To Recruit Volunteers

Present your needs to service clubs, women's groups, church and school people, PTA's, and so on. Make it clear you are not asking them to vote funds, but to give some of their time doing the kind of thing they like to do with an age group which interests them.

Use good newspaper publicity, with specific jobs outlined and well written up.

If your community does not have a volunteer service bureau connected with your council of social agencies, see if you can get one started.

Offer a training course just for volunteers.

Make the experience interesting enough so that your present workers will talk about what they are doing and get others started. Word-of-mouth publicity is still the best kind.

Hold radio interviews with your present volunteers.

Present your needs to your board members so they can do some recruiting among their friends.

Let it be understood that a volunteer does *not* take the place of a trained worker, but rather supplements what the staff member can do. No reasonable person would expect a volunteer to work full time on any program, nor would it be fair to ask her to do it. What the volunteer can do is the little extra-plus things—the frosting on the cake—the things that give a program zip. Of course, it takes time to work everything out and keep things moving, but it is well worth the effort expended.

In working with volunteers, the trained staff person should:

1. Accept wholeheartedly the fact that the volunteer can be of great help in determining the type and scope of programs, make a real contribution in services.
2. Recognize and respect the volunteer's abilities AND her own needs.
3. Be willing to take the time to orient the volunteer to the total program and to the group situation with which she will be associated, and to help her develop ways of working with people.
4. Clearly define to the volunteer the part her services play in the program and help her to have pride in her job.
5. Make sure that the volunteer is having a satisfying experience.
6. Work with the volunteer on a partnership basis, through planning conferences.
7. Be eager and ready to give recognition and added responsibility to volunteers as they are ready for new tasks.
8. Remember that activities planned by volunteers, for themselves, also are a part of the total program.

From Working with Volunteers, USO Division, National Board YWCA.

Prestressed Concrete Cuts Stadium Costs

A gauge indicates prestressing force for the stadium beams.

Football stands—capacity of 1,500—cost only $7.65 a seat.

AN ARTICLE in the *Architectural Record*,* describing the development of prestressed concrete in the United States, indicates how a football stadium was built in Fayetteville, Tennessee, using this type of concrete at a resulting saving in costs. In prestressed concrete, the steel is tensioned against the concrete member to put it in a permanent compression and thus eliminate tensile stresses under normal loads.

"The football stadium, located at Fayetteville, Tennessee, was first designed in poured-in-place, reinforced concrete providing seats for approximately fifteen hundred. However, a preliminary cost estimate of fifteen dollars per seat exceeded the budget. A second design, using prestressed concrete members spanning thirty feet between concrete masonry piers, was prepared and new cost estimates indicated a price somewhere between seven and eight dollars per seat.

"Construction was completed in thirty-two working days using a crew of nine men under the supervision of a superintendent hired by the school. The final cost of the completed stands was $11,500, or $7.65 per seat. The savings in materials thanks to the use of the prestressed design are even more impressive than this cost figure. The reinforced concrete design would have required fifteen tons of reinforcing steel, two hundred sixty cubic yards of concrete and an undetermined amount of form lumber. The prestressed construction used five tons of steel (sixty-seven per cent less than the reinforced design), one hundred ninety-one cubic yards of concrete in the form of concrete blocks and sixteen cubic yards of footing concrete (twenty per cent less)." The stadium was erected without the use of any shoring or framework.

* "United States Progress in Prestressed Concrete," August, 1951.

Vacation Stories!

This is positively the *last call* for your vacation story—the one that will help others plan a good, medium-income vacation for 1952. Have you written it?

The vacation supplement to
RECREATION
(an extra issue) will appear
Spring 1952
Date to be announced.

We want articles on interesting, unusual, successful vacations; state or national park vacations; camping, hiking, bicycling trips; home vacations — vacation experiences, routes, costs, equipment—places to go, things to do.

Send in immediately to: RECREATION Magazine, 315 Fourth Avenue, New York 10, New York.

How To Do It! by Frank A. Staples

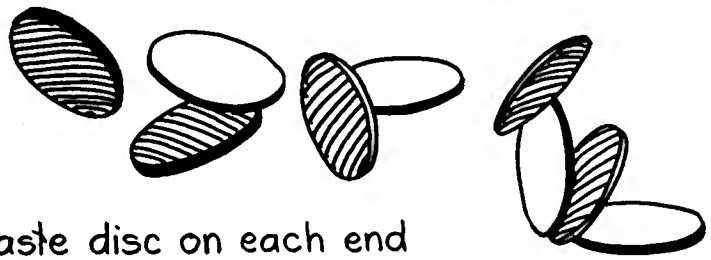
Christmas Tree Ornaments.

Made with ~

Various sizes of spools
Construction paper
Wool yarn
Oil or water color paint

Method!

1. Sandpaper spools smooth.
2. Paint spools with white paint.
3. Decorate with Christmas designs.
4. Cut red and green construction paper discs the size of the spool ends.



5. Paste disc on each end of spool. Punch hole thru paper discs with pencil.
6. Thread yarn thru spool.
7. Make loop at top ~ attach tassel or small object to yarn at the bottom.

Digitized by Microsoft®

Above, Miss Blood, a Red Cross recreation worker, helps a patient in the Neuropsychiatric Section of Brooke Army Hospital, Fort Sam Houston, Texas.

Anne Blood

The Value of PUPPETRY—

In 1937, a national organization called "The Puppeteers of America" was founded, including in its membership amateurs, educators and professionals. During World War II, members of this group entertained in hospitals and service centers throughout the European and domestic fronts. The Special Services Department of the Armed Forces also recognized the importance of puppetry and requested the organization to submit, in printed form, information on the construction and handling of all types of puppets. Therefore, while puppetry is not a new type of entertainment for hospitalized servicemen, it has proved to be stimulating and fascinating. Many of the patients in military hospitals have not only witnessed puppet shows, but have worked with puppets in schools and recreation centers. Many veterans of World Wars I and II have described puppet shows which they have seen overseas, and elderly men often will reminisce about the Punch and Judy shows of the old days.

Puppetry is a group activity, the possibilities of which are unlimited for long-term patients. Even though we are restricted by the limitations of a neuropsychiatric hospital, we have found that puppetry has creative and recreational features which are of great value to the patient. The emotionally disturbed patient, with little or no recreation interest, may enjoy watching the puppets come to life and the actual preparation of a show. Others find relaxation and release from tension in the construction and handling of a puppet. To the talented patient who is timid and withdrawn, it provides a medium for his creative abilities through modeling, script writing, music or scenic drops for the puppet stage. The indifferent may be aroused to assume responsibilities and assist in the production. Through team work, both introverted and extroverted personalities experience socializing influences and work together harmoniously. These are a few of the factors through which puppetry, when skillfully handled, becomes an excellent socializing agent. Many participants may be drawn into the construction of the puppet and the planning and producing of the show. Puppetry also seems to develop the patient's interest in something outside himself and to help him to relate his contribution to the work of others. Every puppet constructed and every show we have produced has a little story behind it, which has significant meaning for the patient participating.

For an example of how purposeful puppetry may become, a thirty-eight-year-old patient, with an excellent military record and a background of three years in a Japanese prison camp, was unable to adjust when he was reassigned to duty. After several periods of hospitalization, he was admitted to the confines of the closed section. The patient showed no interest in recreational activities while in an open ward and refused to participate in activities in the closed section. One day, the recreation worker, when passing his door, called his attention to the puppets and materials which she was taking to another ward. She noticed that, as the patient put a puppet on his hand, he exhibited a spark of interest. She said wonderingly, "I think we shall have to help you start making puppets." His response was negative. However, on the following day, he was not only waiting for her but had interested another patient. He said, "We think we would like to try our hand with that puppet deal." Inasmuch as these patients were in a small ward and had refused to go to occupational therapy, clearance was made with the medical officer for puppet materials to be left in the ward, enabling them to work out their own project. For several days, they relaxed and played around with plastic modeling (permophast) clay before they settled down to anything constructive. When

Author Anne Blood *is a Red Cross recreation worker at the Brooke Army Medical Center, Fort Sam Houston, Tex.*

in a Neuropsychiatric Hospital

Mary Frances, three-and-one-half-year-old daughter of Captain William Rooney, poses with play therapy dolls used at clinic.

passing the ward, you could hear conversation and laughter about the figures which they were making.

The first puppet completed by the patient was "Sad Sack," dressed in gray pajamas, which he explained as being "typical of myself and fate." However, Sad Sack came to life in a puppet show produced by other patients and was not only a popular character, but the principal one.

As time passed, this patient became more receptive toward hospital routines and stimulated the interest of other patients. His ward became quite a workshop, with hospital staff dropping in to see the puppets. The patient was surprised at his own flair for modeling and proud of the contribution he could make to the entertainment for others. When he learned that some of the patients in the hospital were working on "Ferdinand the Bull," he agreed to construct Ferdinand. The women patients dressed the puppets, and a little Mexican girl, who had witnessed bull fights, gave explicit instructions for the costuming of the matador. Everyone was interested and worked as a team towards the finished production.

Later, the patient in question became interested in other hospital activities. As he constructed more and more puppets, each became more joyful looking, and when he completed "Francis," the army mule, it was a character of mirth. We used Francis in a puppet demonstration at Randolph Field on Armed Forces Day. The patient was drawn into this production by using his voice in a characterization of a doctor and a caseworker. This was recorded for a demonstration of American Red Cross services. Here again, his confidence was being restored.

Out of this puppet interest grew the realization that he belonged to a group and that talents and hobbies could be developed. One day he started modeling mugs with faces on them. Through referral, occupational therapy cooperated by instructing him on the casting of a mold from plaster of Paris and the use of modeling clay that could be fired and glazed. This was his first acceptance of such therapy.

From here on, he became interested in the occupational therapy crafts shop and read books on puppetry and ceramics. One day he told the Red Cross worker that he had decided to take advantage of all the opportunities which his hospitalization period offered. As his plans were to build a home after his separation from the service, he studied *House and Garden* and *House Beautiful* magazines and not only drew up the plans for a home, but also plans for a kiln to be built in the yard so that he could do his own firing. On release from the hospital, he registered for a six-months' course in ceramics at a local college.

We could relate many such incidents of how a patient's interest has been motivated through puppetry. Music and other media of expression are woven into the project. The shows are appealing to all age groups, and officer patients and enlisted men are drawn together.

Another interesting incident was in the introduction into the puppet theatre planning group of a patient diagnosed as a schizophrenic, paranoiac type. This patient suffered

extreme feelings of guilt because of his background and spent a great deal of his time reading the *Bible*. Whenever he was invited to participate in activities or assist other patients in setting up the ward or patio for the evening's activities, he would pick up his books and withdraw to a place of solitude, generally upon the floor. While the patient seemingly had poise, he became very rigid, as if alerted for defense, when addressed. In attempting to draw him into a conversation, the worker detected a pleasant speaking voice, but a lack in ability to speak out. Waiting for the opportune time to present the project, the Red Cross worker encouraged him to be narrator for a puppet show. She explained that she had noticed that he liked to read, and that if he could read alone and to himself he could read to others. She also told him that he would be reading from behind a curtain and entertaining an unseen audience. He agreed, and she spent a few periods listening to him read aloud. As the narration needed a musical background, the patient also selected the necessary records.

The show was presented in the outdoor patio and there were many staff visitors. The patient did the narration; spoke out clearly and distinctly without hesitation or interruption. When the worker told him how well he had done, he replied, "Thank you! Thank you! That is the nicest thing ever said to me." From hereon, he was given more opportunities to become a leader. He conducted games and quizzes with ease, as he found and established his relationship within the group.

Recently, in planning a puppet show, the worker asked an unusually quiet and reserved patient, who was recovering from an attack of amnesia and was becoming extremely bored with his period of hospitalization, if he would manage and plan a puppet boxing match. Recognizing the need for a referee, he solicited the help of a patient who was hyperactive, of the extroverted type. They were given boxing puppets with which to practice, and the afternoon was spent in working out their act. For the withdrawn patient controlling the boxers, this was a needed release for his hostility, and he boxed with such violence that he boxed off the head of one of the puppets. The patient very meekly returned the puppet, remorseful and apologetic for the injury he had inflicted, but the worker quickly assured him that there was no harm done and that boxers were expected to take a beating. With a little repair, the puppets were able to encounter each other in the ring that evening and, amid the cheers of a receptive audience, staged an exceedingly good fight.

Following their experience in this performance, the two patients then expressed a desire to write a play for the puppet theatre. Since both had had a little experience with school plays and script writing, their imagination was given a free hand and, for three days, they added and deleted humorous lines. The script, though not adaptable for dramatization, was a satire on a mental hospital, and while its objective was humor, it brought forth the release of hidden, impassive hostility, from which they derived great satisfaction.

Wherever there are groups of people gathered together from different localities and many walks of life, there will be contrasting interests. Thus it is only natural that music, drama and art, along with the varied interests, characteristics and capacities of individuals, should be interwoven into the puppet theatre. For a little touch of western atmosphere, we have a hill-billy band record, or have talented patients sing and play guitars behind the curtain. With a puppet covering the keys of a toy piano, the patients listen to both the classics and boogie. We also have a puppet clown and a showman who acts as master of ceremonies, with his natural humor helping to tie the show together. The patient who likes to write can see the results of his efforts brought to life.

In all groups there are individuals interested only in the creation of a puppet. With a neuropsychiatric patient, it is sometimes a medium of expression for his fears and anxieties. Often the patient who is tense and unrelaxed will mold tenseness into the character. In his present sphere of illness, this might be termed only busy work. However, eventually the character he creates will find its place in the puppet theatre. Among the women patients there always is an interest in costuming or in enacting a part in the play.

We have placed our emphasis in puppetry for the neuropsychiatric patient upon the hand puppet, because of its simplicity in construction and operation. Having no strings with which to tangle, the hand gives the sturdy, grotesque little body its abounding life. Its accomplishments through this medium are unlimited, and there is a closer contact between the patient puppeteer in the coordination of words and movements than if he were attempting to manipulate strings. The hand puppet has advantages in that his movements may be slow and direct or fast and furious. He may bow, dance, embrace, pick up various objects and strike out easily when assuming the role of a boxer or wrestler.

There is no regimentation for the program of the puppet theatre. It is flexible and based upon the capabilities of the patients themselves, through which their individual needs are met.

Gathering all these varied interests together, the puppet theatre encourages unity, understanding and enthusiasm. It develops a sense of humor and imagination. The audience relaxes and is mystically carried through the land of fantasy and make-believe. And when the curtain falls amid receptive exclamations, another step in the restoration of self-confidence is gained by members of the cast.

Throughout Brooke Hospital, staff members have become aware of the values of this medium of expression for therapeutic purposes, as well as for entertainment. The colonel in charge of the child guidance clinic decided to use puppets in psychological testing and asked us to construct them. The patients were happy to participate in this activity because they understood the need for puppets in the children's play room of the clinic.

We believe that the puppet theatre could prove of great value in any military hospital setting and that the miniature characters could quickly worm their way into the hearts of the patients.

TENNIS in the Community Recreation Program

As part of his graduate work at Ohio State University, Harold J. Moyer of Williamsport, Pennsylvania, made a study of tennis and tennis type games and their role in the community recreation program. The purpose was to suggest the use of such games as a basis for long range recreation planning; and it included an account of promotional methods and techniques used in an experimental tennis program conducted for five summers in Williamsport.

Mr. Moyer developed a number of criteria for an ideal recreation activity, suitable for total community participation, and selected tennis and tennis type games as an activity which most nearly approaches them. The major findings are summarized as follows:

1. Size of community and provision of facilities are no indication of degree of promotion in using recreation facilities.
2. Few communities have developed a tennis program which utilizes present tennis facilities to capacity; probably none has yet coordinated tennis and the tennis type games into a year-round recreation program with central priority for development.
3. There has been very little attempt to provide opportunities for shared planning and volunteer service in administering public tennis programs.
4. Lack of program leadership and supervision at the courts is a major weakness revealed in public tennis programs of most communities.

Suggested Program

The elements of a long range tennis program are outlined in some detail. They cover tournaments of various types and procedures for organizing them. Methods of developing and retaining interest include leagues and tournaments, free play, a system of awards and trophies, recognition of volunteer service, exhibition matches, instruction clinics, organization of players by age groups, leadership.

Mr. Moyer offers specific suggestions for the public tennis clinic. "The public clinic should be free to all beginners and set up on an informal basis directly at the playing areas. It should be conducted at least three hours per day at each location, five days per week for the younger age groups, and during several two-hour evening periods per week for adults. Instructors should keep in mind that their objective is to create lasting interest instead of expert players. For tennis, a fifteen-minute period of pitching balls to each group of five beginners placed on the baseline of a court, stressing the fundamentals and calling attention to errors, can put most beginners on 'the ardent interest' list within several clinic periods."

A detailed account of a five-year experimental tennis project in Williamsport, conducted by the city recreation department, is presented. At the beginning of the experiment interest in the game was negligible. Developments each year were recorded, up through the tennis program in 1950, which included the following features: (1) opening of the courts with a tennis exhibition sponsored by sporting goods interests; (2) junior development clinic for ages six to seventeen operated five days per week; (3) adult clinic for people over eighteen, held twice weekly; (4) leagues: junior, intermediate and adult leagues playing according to schedule, with varied events; (5) municipal tennis team; (6) junior invitational tournament for boys and girls and city open tournament; (7) free play; (8) annual tennis banquet; (9) publication of several issues of a bulletin entitled, "Tennis Racket"; (10) advisory tennis council composed of four age groups, with short term and long term objectives.

"The Advisory Tennis Council has aided in carrying out the program in many ways. It was through this group that officials were procured for league and tournament matches. They assisted in drawing up the leagues and tournaments, recorded results and computed league standings, wrote publicity, provided assistant instructors for the junior development clinics and gave some assistance on court maintenance when their help was needed. They also planned a wiener roast, a reception and buffet dinner for the Junior Invitational Tournament contestants and the annual tennis banquet."

Each individual group within the

Mr. Moyer *was in charge of the five-year tennis program in Williamsport, Pennsylvania, described in the report.*

council set its own membership dues.

"The advisory tennis council organized in this manner enjoys many advantages in promoting public tennis, public recreation and citizenship. Not only will it provide increased opportunities for participation in a planned leisure program for the population in general, but it will go much deeper and provide valuable opportunities for experiences in democratic action for young and old, provide a new sense of importance for those who wish to share in the planning and administration of program and will serve to develop the feeling that 'this is our program' . . ."

The total expenditures for the 1950 tennis program in Williamsport, for a twelve-week period, including maintenance of twelve clay courts, were $2,075.21. Nearly twenty per cent of this amount was paid in by the participants. These expenditures provided a major form of recreation for nearly three hundred persons.

Public Tennis Survey

A questionnaire survey relating to public tennis facilities and programs in seventy-two cities was conducted to provide a comparison with the Williamsport program and to determine the stage of development of organized tennis in other cities. The inquiry was addressed primarily to cities which, according to the *Recreation Year Book*, were relatively well provided with public courts. The cities varied in population from 3,500 to nearly 2,000,000 but more than half of them were between 25,000 and 100,000.

The ratio of tennis courts per population is indicated by the following:

Population per tennis court	Number of Cities
less than 2,000	15
2,000 to 3,999	39
4,000 to 5,999	10
6,000 and over	8

Responsibility for the tennis program and for maintenance of public tennis courts rests with the recreation department alone in forty-one cities. In the other thirty-one it is shared with one or more departments or private organizations. Sixty-three cities reported an organized tennis program; nine do not have one. The types of program activities were reported:

Types of program activities	Number of Cities*
Leagues	26
Tournaments	63
Free clinics	53
Exhibitions	36
Awards	51
Banquet	4

*Total of 63 cities with program

Fifty of the seventy-two cities reported employment of a seasonal tennis supervisor but in only fifteen of these does this worker devote his full time to tennis alone. Ten cities reported that their tennis supervisor is a year-round recreation worker and one of these, Cincinnati, reports a year-round tennis director.

Types of tennis court surfaces vary. In thirty-two cities only one type was reported: nineteen of them have clay courts only; eight, bituminous; and five, concrete courts. Of the other forty cities, twenty-seven have both clay and bituminous courts; five, clay and concrete; six, concrete and bituminous; and two, all three types. The figures indicate that clay courts are found in fifty-three of the cities, bituminous in forty-three and concrete in only twelve. Mr. Moyer's conclusion from the local program is "that clay or composition (gravel and clay) courts with adequate drainage and a full-time court attendant with responsibility for maintenance and program possess the essential qualities for durability and lend great appeal to participants because they are less costly on balls, rackets, and shoes, and reduce the possibility of physical injury."

Methods of controlling the use of courts by fees and permits were reported as follows:

Methods of Control	Number of Cities
Hourly Rate	
Clay courts	7
All courts	12
Permit; no charge	29
Permit; seasonal fee	5
No permit, no charge	14
No report	5

Seven of the cities charged on an hour-per-person basis while the remainder charged a flat rate per court per hour. Fees on the per hour per person basis began at ten cents and ranged through twenty cents, twenty-five cents and fifty cents. Fees charged on the hour per court system included fifteen cents, twenty-five cents, thirty cents, forty cents, fifty cents, sixty cents and sixty-five cents.

Only eighteen of the cities reporting have night-lighted tennis courts and only two of them organized a night tennis program. Another evidence of a limited development of tennis facilities and service is revealed by reports from seven cities stating that they do not provide tennis (nets) for public courts.

The weeks of the organized program were reported as follows:

Duration of Organized Program	Number of Cities
less than 7 weeks	5
7 to 10 weeks	16
11 to 14 weeks	19
15 to 18 weeks	7
more than 18 weeks	10

Conclusions and recommendations presented by Mr. Moyer include:

1. Generally speaking, public tennis at the present time holds a low priority of emphasis in community recreation programs throughout the country.
2. Tennis is seldom considered important enough to vest definite responsibility for an organized public tennis program in a year-round tennis director.
3. Much of the retarded development of public tennis may be owing to lack of coordination between the responsible departments.
4. An organized program is necessary in order to provide maximum opportunities for participation and the most efficient use of existing facilities.
5. Program participants are seldom given an opportunity to share in its planning and carrying-out.
6. Public tennis programs rarely employ the methods and techniques for developing interest and participation.
7. More consideration should be given to charging small court fees for adult participation, and free play for youth, so that public tennis can become partially self-sustaining and provide for additional facilities and supervision.
8. Night-lighted public tennis courts, with an organized program, will considerably increase the use of existing tennis facilities and opportunities for community-sponsored recreation.
9. The opportunity for participation from youth to past middle age is one of the most advantageous aspects of the tennis type games.

Ice Skating Facilities

How can you furnish outdoor ice skating facilities to several widely-separated neighborhoods without running up a big bill for labor and materials?

That was the problem facing the recreation department in the sprawling town of Tonawanda, located just north of Buffalo, New York.

The solution—an ingenious set of flanged steel stakes—has enabled Recreation Director Franklin J. J. Diemer to set up neighborhood rinks at a fifty per cent saving in labor, using the same materials almost indefinitely. The equipment permits such flexibility in the size and shape of rinks that they can be placed in any vacant lot or field, on lawns or tennis courts.

Mr. Diemer took his problem to Jack Sexton, superintendent of parks, and to Edwin H. Hough, mechanical foreman of the parks department. Realizing the difficulties in the conventional method of constructing rinks, it was suggested that wooden stakes be driven into the ground and planks nailed to them to form the sides of the skating area. But stakes split and the expensive planking could only be used a few times before its many nail holes made it useless. Therefore, Mr. Hough designed metal stakes which have flanges at their top end. Planking is drilled on a template, so that holes for the bolts which hold it to the stake are uniform—and any plank can be used with any stake. The stakes are driven into the ground; the planks dropped into the flanges; the bolts quickly tightened—and you have a skating rink!

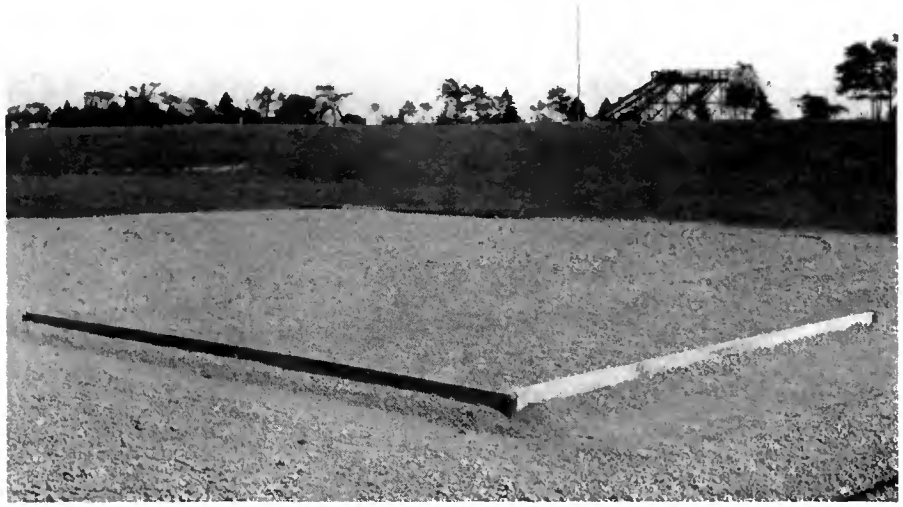
Where two men formerly worked two days to construct a rink eighty feet by one hundred forty-four feet, they now do it easily in one day; and the same planking is used year in and year out, with no sign of wear.

Two types of stakes, of two-inch by two-inch angle iron, were designed. They can be of either five-sixteenths or three-eighths stock. One stake is for the corner connector and has a double flange welded to it at a right angle. The other is a center connector stake, with a flange at each side. Corner connector stakes are thirty inches long; center connector stakes, twenty-four inches.

Each flange has three twenty-five sixty-fourths-inch holes drilled to it so that three-eighths-inch bolts may be used. Similar holes are drilled at the end of all planking to be used. Planking may be two by six, two by eight or two by ten and any length up to sixteen feet, depending upon the size rink to be constructed. Ends of the planks are rounded slightly so that they snugly fit into the connector stakes. The joint is almost perfectly watertight.

Experience has shown that it is best to place the boards in a trench one or one and a half inches deep. Earth is packed around the inside of the planking to a height of three or four inches, and the fill is wet down and packed. Best results are obtained when the rink is set up before frost is on the ground, although this is not necessary.

If the rink has been placed upon a tennis court, baseball diamond or upon a lawn, the surface easily can be restored to its original condition in the spring. After the stakes and planking have been taken up, the earth used for fill is swept into the shallow trench that contained the planking; the excess is carried away and, in a few days, no one would even know that a rink had been there.



Metal stakes are driven into the ground and planks are bolted to them. Note new double-chute toboggan slide in the background. It is used in addition to a natural slope.

The secret of obtaining the best possible skating surface is to spray—not flood—the area after three or four inches of frost appear on the ground. A fire department fog nozzle is excellent for the purpose. This provides a "sleet storm" effect, and good ice is obtained in an extremely short time. Only one-eighth to one-quarter inch of ice is needed for skating.

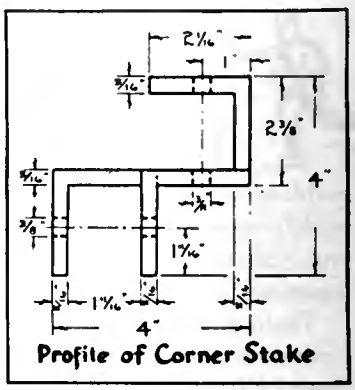
"Volunteer fire departments are equipped to do this job and are always willing to help," Mr. Diemer reports. "They want winter drills anyway, and so this offers them an opportunity for a good workout. Only a small quantity of water is required for the average rink, and this usually can be obtained from a booster tank on the truck, thus eliminating the necessity for laying lines of large hose."

The town of Tonawanda has set up five rinks with this equipment in the past four years, with highly successful results. Planking is treated with a wood preservative and the original boards still are going strong.

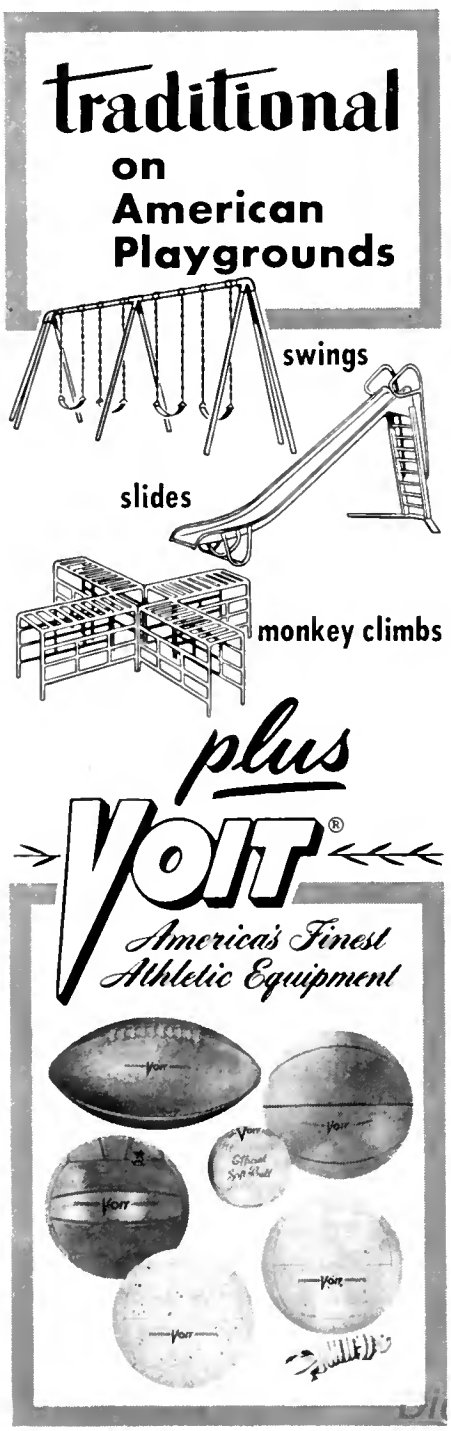
The method is particularly suitable for areas that must have many rinks for small groups of children. No special site is required; the cost is low; and the work of setting up the rink and taking it down is simple. In fact, it is the solution to the ice skating problem whether one rink is required in a backyard or dozens are needed throughout a city.

What used to be an annual headache for Tonawanda now is a quick operation every fall and spring. And skating facilities are available to a vastly-increased number of youngsters.

Additional information or prints may be obtained from Mr. Diemer, Director, Department of Recreation, 116 Southwood Drive, Kenmore 17, New York.



The corner connector stake has a flange welded on at right angle.



Special Service Openings

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area. Some may be sent to Korea, but only those who volunteer for this specific location. The following qualifications are required.

Age: Twenty-four to forty.

Marital Status: Single.

Health: Good.

Enthusiasm: High.

Education: College graduate or equivalent.

Interests: Arts and crafts, music, drama or social recreation.

Experience: Varying for different positions.

Civilian women also are needed for club work in other overseas areas. Applications on Form 57—available free from any post office—should be sent to Overseas Affairs Branch, Civilian Personnel Division, Office, Secretary of the Army, Old Post Office Building, Washington 25, D.C.

Women, ages twenty-four or twenty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

Teen Activities That Have Clicked

Firelight Reverie. Music in the "youth center lounge," Sparta, Wisconsin. The photo by spark plug in the camera club.

A Batch of good ideas

The Winners. Prize for first place in contest was won by the Music Makers Orchestra of Santa Barbara Youth Council.

The Battle of the Teen Swing Bands

• The Santa Barbara Youth Council, which is sponsored by the local city recreation commission, recently staged one of the most successful teen-age activities ever attempted in the history of its existence. For several months in the spring, the young people got in touch with various teen orchestras throughout the state of California, urging them to come to Santa Barbara the night of May 5, to participate in an all-youth "Battle of the Teen Swing Bands," which was to be followed by a tri-counties teen dance. Council members organized overnight housing arrangements for all visiting musicians. Many local townspeople assisted in the project. The three local radio stations participated to the extent of sending three prominent disc jockeys to act as judges. Judging consisted of attempting to find the most outstanding musical group entered in the contest. In addition, the best vocal and instrumental soloists were awarded individual prizes. A capacity audience jammed the recreation center auditorium and enthusiastically applauded. Following the contest, each of the first four musical groups chosen as outstanding contributed one-half hour of playing for the dance. Santa Barbara teen-agers and adults are looking forward to next year's battle, if it is decided, by a vote of the Youth Council, to make it an annual affair.

Making Financial Contributions

• Teen Town members from Mount Vernon, New York, appeared on a television program in New York City, where they were presented with a scroll of honor for their financial contributions to the Community Chest, Red Cross, hospital and other community funds. They had raised funds by means of special events throughout the year, such as a March of Dimes dance, a hayride, and so on. Eight members attended and participated in the County Youth Organization Convention held at White Plains in April. In this connection, it is interesting to know that the New York State Youth Commission made a motion picture at Teen Town, and other Mount Vernon locations, depicting youth needs. It is called "Families First."

The Problem of No Teen Center

• Out in Sparta, Wisconsin, the plan for a teen center, motivated and sponsored by the city park and recreation department back in 1947, was not to be abandoned for lack of a building; and the city hall became their Youth Center.

The auditorium was even equipped for basketball, with a snack bar, and as the meeting place for song fests and small group activities. Local bowling alleys arranged to give the boys and girls instruction each week; and with the coming of winter, the young people put in quite a season out-of-doors with skating and tobogganing parties. Although one of their most popular activities was the Saturday night jean jamboree, where dressing up was taboo and they danced to the music of amplified phonograph records, they did not skip the monthly dress-up dance with the high school swing band providing music. Shows what you can do, when you put your mind to it!

They Do Their Own Planning

• Eugene, Oregon, has a well-developed scheme for promoting initiative among teen-agers. Through their own councils, teen-agers organize, plan and suggest to the Bureau of Parks and Public Recreation the type of recreation activities they most want.

Schoolhouse Dances

• Saturday night dances are held in Milwaukee public schools to the music of popular dance bands. A small admission fee is charged, and refreshments are available for those who wish to buy them.

These dances are planned especially for teen-agers and are not in the general sense "public dances." Young people coming to them register and identify themselves. They must be vouched for by someone known to the director. Records of the individual's attendance at the dance is kept so that parents may locate their children if they desire.

CHANGE OF ADDRESS: Send your new address at least thirty days before the date of the issue with which it is to take effect. Address: Recreation Magazine, Circulation Department, 421 Fifth Avenue South, Minneapolis 15, Minn. Send old address with the new, enclosing if possible your address label. The post office will not forward copies unless you provide extra postage. Duplicate copies cannot be sent.

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Sweet Jenny Lou
These Foolish Things
New Two O'Clock Jump

9:15 Benny Goodman Sextet Session Col. CL 6052
Just One of Those Things
China Boy
Shine
Rachel's Dream

9:30 Dance Date with Xavier Cugat Col. CL 6021
Begin the Beguine
Estrellita
Green Eyes
La Paloma

9:45 Sing, Dance with Sinatra
Col. CL 6143
Lover
It's Only a Paper Moon
My Blue Heaven
It All Depends on You

10:00 Dance Date with Les Brown
Col. CL 6123
A Foggy Day
Easy to Love
Drifting and Dreaming
Ebony Rhapsody

10:15 Waltz Time with Abe Lyman Col. CL 6093
Charmaine
La Golondrina
Down by the Old Mill Stream
Meet Me Tonight in Dreamland

10:30 Cliffie Stone, Square Dance Band
Cap. H 4006
Double Bow Knot
Swing in the Centre, Swing on the Side
Catch All Eight
The Arizona Double Star

10:45 Abe Burrows Sings?
Col. CL 6128
Lopin' Along
Sweet Memories
Brooklyn
Gypsy's Violin

11:00 Dixieland Jazz, Bob Crosby Coral CRL 56003
The Dixieland Band
Between the Devil and the Deep Blue Sea
Sugar Foot Strut
At the Jazz Band Ball

11:15 George Shearing and His Quintet MGM E-518
Summertime
Changing with the Times
As Long as There's Music
East of the Sun

11:30 Rumba de Cuba, Chuy Reyes Cap. H-152
La Ultima Noche
Bien! Bien! Bien!
Negra Leono
Hokey Joe

11:45 Hamp's Boogie Woogie
Decca DL 5230
Hamp's Boogie Woogie
Tempo's Boogie
Hey! Ba-Ba-Re-Bop
Flying Home

12:00 Sarah Vaughn
Col. CL 6133
It Might As Well Be Spring
Can't Get Out of This Mood
Goodnight! My Love
Ain't Misbehavin'

12:15 Claude Thornhill Dance Parade Col. CL 6050
Autumn Nocturne
I Don't Know Why
Night and Day
You Were Meant for Me

12:30 Erroll Garner Rhapsody
Atlantic LP 109
I Can't Give You Anything But Love
Blue and Sentimental
Pavanne
Impressions
Turquoise

12:45 Music for the Fireside, Paul Weston
Cap. H 245
I Cover the Waterfront
Where or When
If I Could Be With You
Stars Fell on Alabama

1:00 Ray Noble Dance Parade
Col. CL 6065
Goodnight Sweetheart

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For Skating*

Polka King, Frank Yankovic
Col. F 11

Waltzes You Saved For Me, Wayne King
Victor P 70

Strauss Waltzes
MGM 9

Tangos, Marck Webber
Col. 90

March Time with Golden
Victor P 68

Tangos for Two, Harry Horlick
MGM 39

In Old Vienna, Marck Webber
Col. C 81

Strauss Waltzes in Dance Time
Col. 13

Dinner at the Waldorf
Victor P 175

Friml Melodies, Jessie Crawford at the Organ Decca 548

Nutcracker Suite
Victor P 124

Family Album
MGM 29

Memories
Col. 26

* Long-playing records used at the Wollman Memorial Ice Skating Rink in New York City, submitted by director of the rink.

Recreation News

E. H. Regnier Receives Weir Award

The L. H. Weir Recognition Award, for the outstanding graduate major in recreation at Indiana University during the year 1950-51, was presented to E. H. (Duke) Regnier, doctoral candidate in recreation, by Captain Steward G. Case, last year's recipient, at the annual dinner of the Indiana University Graduate Recreation Society, which was held in May.

The recipient is selected by a committee of the society on the basis of service, scholarship and professional attitude. Mr. Regnier is on leave from the University of Illinois, where he serves as associate professor of rural sociology, and is in charge of recreation for the state. Captain Case, who presented the award, has been serving as rural recreation specialist for the state of Colorado. Speaker for the dinner was V. K. Brown, director emeritus of recreation of the Chicago Park District.

The Lebert H. Weir Award is annually presented to the man who best exemplifies the ideals for which Mr. Weir was known while serving for nearly forty years as a district field representative of the National Recreation Association.

Youths Promote Democracy

Teen-agers in the South Side Terrace Homes neighborhood of Omaha, Nebraska, are giving practical meaning to democracy. Youths representing Lithuanian displaced persons and native-born families have organized a council to talk out their problems, come to a better understanding and break down clannish attitudes of the two groups.

Tensions had developed when several hundred Lithuanian youngsters settled in the community, and misunderstandings eventually led to open fights between the two groups. Eventually the teen-agers came to realize the futility of fighting and proposed the council. Both groups decided to invite representatives from Woodson Center, another neighborhood house in the community.

Now native-born boys are bringing the displaced persons into the center's crafts program by showing them how to operate power tools and how to make crafts articles. They're even teaching them American dance steps, and youngsters from both neighborhood centers have invited each other to use their play fields.

Three-time Honors Winner

Within recent months, Dorothea Lensch, director of public recreation in Portland, Oregon, has received three special honors in recognition of her leadership in the field of recreation. First, during the past summer, the United States State Department asked her to serve as a member of the department's educational exchange personnel in Germany, working with city governments, schools and various youth groups as one of the recreation specialists assisting in setting up recreation programs. Then she was named a fellow of the American Association of Health, Physical Education and Recreation, for distinguished service in recreation work and correlated fields. More recently, the third honor was presented her by the Fraternal Order of Eagles, in tribute to her recreation leadership in Portland.

Dance and Song

"Around the World with Dance and Song" is the theme of the diversified program being featured by the American Museum of Natural History of New York City, during the months of December and January. Among the artists who will perform are a native Basque group from Euzkadi, who are making their first visit to the United States; Uday Shankar and his Hindu ballet; La Meri and ensemble; Jean Léon Destiné and Company. For further details, write to the museum, Central Park West at Seventy-ninth Street, New York 24, New York.

Van Arsdale Playground

The Harold W. S. Van Arsdale Playground recently was dedicated in Elizabeth, New Jersey, in tribute to Mr. Van Arsdale's service in recreation to the youth and adults of his former home community.

The National Recreation Association's southwest district representative was, for nineteen years, associated with the Elizabeth YMCA, chiefly as director of its physical education department. The last nine years of that period, until he joined the NRA staff, he served as a member of the Elizabeth Recreation Commission.

The recreation area formerly was known as the New York Avenue Playground.

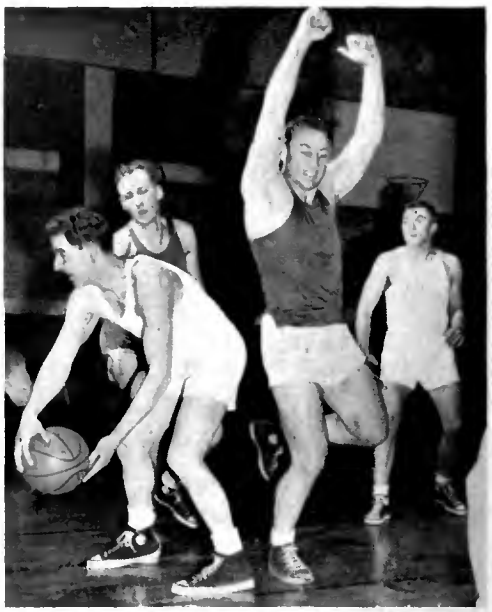
Dr. Williams Dies

Dr. Arthur B. Williams, who had been with the Cleveland Museum of Natural History for twenty years, until his retirement last year, died at the age of seventy-one.

After practicing law and spending several years in the real estate business, he joined the Cleveland Museum in 1930 as a naturalist and ecologist, with a special assignment as naturalist for the Cleveland Metropolitan Park Board. Nine years later, the post of curator of education was added to his duties at the museum and, from 1939 to 1946, he also served on its board of managers.

In 1931, Dr. Williams opened the Trailside Museum in North Chagrin Park, reported to be the first of its kind in the United States. Later, he organized bird walks, wrote a book, *Birds in Cleveland*, and edited the *Cleveland Bird Calendar* and the *Explorer*, the museum's bulletin, until his retirement.

Every City Could Benefit from an All-Nations Tournament



Bohemian player gets the ball away from Bill Daley, a former football great, on Irish team.

In 1923, Ed Currie, director of the Pillsbury Settlement House in Minneapolis, told a bunch of Irishmen to "put up or shut up." From that concise challenge sprang one of the most unique sports events in the country—the All-Nations Basketball Tournament.

The sprightly group of young Irish thought they had a basketball team that could lick any other nationality in the city. So Currie issued his curt ultimatum, and the Irish eagerly accepted. It turned out that they couldn't beat everyone. The Swedes won that first tournament played twenty-seven years ago.

The All-Nations event has grown immensely since that first year. Only relatives and parents of the players bothered to watch the games in the beginning. Now the Pillsbury house gymnasium is packed for every All-Nations contest, and the settlement house annually nets from four hundred to seven hundred dollars, which it uses for the benefit of the hundreds of youngsters who play there. Last year's proceeds, for example, were set aside to help pay for a new basketball floor.

The originator of the event, Mr. Currie, has been directing the All-Nations ever since its inception. He also has been head of Pillsbury house for thirty-one years. He naturally is pleased with the amazing success of his brainchild, although he says that the tournament as it is today certainly wasn't his notion of what it would be, when he decided to see for himself whether the Irish could beat everyone. At any rate, the idea of an All-Nations tournament has been many times copied by other cities and towns. La Crosse has one now, so has Duluth; and practically every high school in Minneapolis holds a similar affair.

Why has the All-Nations become so popular? A possible answer would be that here is a concrete idea to solve nationality problems. The various peoples are able to blow off steam in a healthful manner. There is heated competition among the teams in the Pillsbury event; and the director is proud that no serious disputes have arisen between nationalities because of a hard-fought game. There has been only one real argument during the long span of the tournament. That happened five years ago when the Negro team protested its one-point loss to the Poles.

The kid-glove handling of any problem that might arise was demonstrated by Currie when he sought to have the game replayed. "I wanted to be certain that the Negro team didn't think there had been discrimination. Before replaying the game, though, I had to get permission from the Poles' coach, Louie Lopata." Lopata almost anxiously agreed to the replay, illustrating the teamwork in the event. So the Poles and Negroes met again. The Poles won in another fiery game, but everyone knew he had been dealt with squarely. That's the keynote of the whole system.

The All-Nations tournament is valuable not only in giving the peoples a chance to root for their own boys, but in getting the nationalities together in the first place.

People learn some of each other's customs from the music and dancing at the games. Whenever a team steps into the court, it is greeted with the cheers and music of its own nationality group; and contests in dancing, besides the halftime community dancing, are held at the Minneapolis event. The Italians are especially apt at that phase of the program. They won last year. The neighborhoods eat each other's foods at the All-Nations. The mothers of the players bake their own foods to put up for sale. Currie calls it a "sort of general smorgasbord."

The Pillsbury event is held during the second week in March, just before the state basketball tournament. It lasts four days, usually beginning Tuesday afternoon and ending Friday night. Medals are awarded to the top teams, the winners receiving one of gold, the runners-up, one of

Author Krisher, *University of Minnesota Senior, is sports editor on the* Minnesota Daily, *the university's newspaper.*

silver. The Norwegians, Swedes and Poles have been the most powerful teams throughout the years. Sixteen teams usually enter, but they are not necessarily the same teams each year. "We have a few teams that are old standbys," says Currie, "such as the Swedes, Poles, Norwegians, Jews and Irish. The Bohemians, Italians, Finns, Negroes and Dutch almost always enter."

The Pillsbury house will take any nationality if it is able to enter a team, but such squads as the French and Scotch have trouble getting players from year to year. One year, however, the settlement house even had an Indian team playing in the All-Nations.

The personnel of each team is based, of course, on nationality, and the rules are quite strict about exceptions. Participants compete with the team of their father's nationality. "Occasionally, we'll have an O'Hara playing with the Swedes," grins Currie. "When there is no team from the father's side entered, the player goes with the team of his mother's nationality."

The entire state is canvassed for players and only the best take part—only the best are good enough. As a matter of fact, the list of men who have participated in the event looks like a Minnesota basketball who's who. Dave MacMillan, a coach of the professional Tri-Cities team, has played with the Scotch; Tony Jaros, professional player with the Minneapolis Lakers, has competed with the Poles; and Don Carlson, a former pro, has played with the Swedes. It wasn't that way during the infancy of the All-Nations. For some of the teams in the beginning, it was just a matter of asking any man of the needed nationality to play, regardless of his ability. As the tournament progressed and fan interest grew, however, it became necessary for every team to get "not just anyone," but the best available players to represent their nationality group. Now only the younger players, who are really good, compete for honors in the Pillsbury affair; and they have to be in shape, too. Joe Hutton, coach of the Hamline college team, once told Currie, "The hardest games I ever played in, including the ones with Carleton College, came in the All-Nations tournament."

The devotion and thoughtfulness of the persons who have played in the tournament, toward the Pillsbury house, have actually stunned Currie. "Persons, who for one reason or another, have severed connections with us, who haven't taken part in our affairs for years, still remember our worthwhile project," he states.

To prove this, he will proudly haul out two large charts containing the names of three hundred eight men who assisted the Pillsbury house last year. The money collected from last year's tournament didn't come close to meeting the cost of a new floor. So Currie, without much hope of even getting an answer, wrote to some of the persons who, at one time, had played on the All-Nations teams. He had only a dim notion that any of them would join the plan of "Get your name on a plaque by buying a board in our new basketball floor, for one dollar." But they did, and Currie has the names of the contributors to prove it.

People think a lot of the All-Nations project. They don't know quite how to word their admiration. They speak in simple, not spectacular, terms. "Swell idea," says George Otterness, who played for the Norwegians years ago, and who was one of the University of Minnesota's really fine players in 1927, 1928 and 1929. Zig Bishop, who has been connected with the All-Nations as both a player and coach for twenty years, says, "When everyone is at war, a thing like this helps."

The All-Nations, as a method of instilling respect among different nationalities, for bringing peoples together for recreation, and as just a terrific competitive event, has gone over with a bang. So Ed Currie, the "man who just likes to work with people," really started something when he issued that challenge to the Irish twenty-seven years ago.

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PERSONNEL

The thirty-third National Recreation Congress, in many respects, was a personnel congress. Its emphasis was upon "Recreation for a Strong America," which, in effect, means people. The phrase assumes leaders of unusual stature who are personally strong—leaders with intellectual integrity, devotion and objectiveness, who do not permit their self-discipline to break down. It means leaders with convictions, statesmanship and the strength of character which exemplify the best in the art and practice of human relations.

Those concerned with personnel policies and practices filled a meeting room to overflowing and settled down to serious discussion. Many suggestions for the improvement of working conditions and increasing personnel standards were brought out under the able chairmanship of Henry J. McFarland, Jr., of the Civil Service Commission of the State of New York. He was assisted by excellent panel members who came well-prepared for this important session. Milwaukee's plan for increasing salaries and improving standards came in for considerable attention, as did Mr. McFarland's formulae, interpreted by symbols, for good personnel administration.

The meeting on in-service training, competing with other important sessions being held at the same time, drew 135 enthusiastic delegates, who seemed reluctant to stop the lively discussion as closing time arrived. Walter L. Scott, Director of Municipal and School Recreation, in Long Beach, California, and the group of experienced panel members developed many practical ideas which made this meeting a realistic one. Attention was called to present-day weaknesses in many programs. Specific suggestions for improving in-service training involved incentives, new and inspirational features, special adjustments in worker assignments and the use of new materials, personnel and library resources inside and outside the department. There are some who feel that in-service training is so vitally important that a standing committee should be appointed to deal with it systematically and continuously.

Because personnel is such a broad field, it quite naturally cut across, and became a part of, many other sessions. In fact one of the sections of the all-day executives' meeting dealt specifically with personnel.

Provision was made, throughout the week, for those who had not previously done so to register with the National Roster. This is a voluntary registration of all park and recreation leaders for defense service during the emergency. Full-time leaders in public, private and voluntary agencies are registering in large numbers.

The "Job Mart," a new feature at the Congress this year, provided "self-service" for employers and candidates. It was fairly active, but the response from both employers and candidates will determine whether or not it will be continued another year as a placement technique. This is an extra effort and an addition to the regular service performed by members of the personnel service in an attempt to bring employers and prospective candidates together.

The most active recruiting program during the week was carried on by the United States Department of Defense and representatives of the armed forces. A booth, strategically located, was constantly supervised by special recruiting representatives, who distributed interpretive material and consulted with prospective candidates regarding recreational personnel needs of the armed forces.

It was particularly encouraging to see the increasing number of recreation staff people attending the Congress. Cities are making more adequate provision for their workers to go to meetings of this importance. Also, the workers themselves, through sheer determination, are finding ways of attending and are becoming an important group in their own right. For instance, a staff of seven workers drove in two cars from Sherman Recreation Center, St. Louis, Missouri, and paid their own expenses to attend the Congress. Fifteen full-time leaders from the recreation department in Buffalo, New York, and all but one of the staff of eight full-time workers from Roanoke, Virginia, were in attendance, as was the chairman of their board.

A special group of twenty individuals, mostly from colleges and universities, met with Mr. Prendergast one evening to consider further the possibility of setting up a National Advisory Committee on Recruitment, Training and Placement of Recreation Leaders. Such a committee has been encouraged by the National Advisory Committee on Defense, which Mr. Prendergast appointed during the early days of the existing national emergency.

The College Recreation Association held its fourth an-

W. C. Sutherland *is the director of the recreation personnel service of the National Recreation Association.*

nual meeting at the Congress and received reports from a number of committees. The writer spoke on placement procedures of the NRA and its services to career workers and employers. The presentation included a statement on the responsibilities of employers, candidates and the professional training schools, as well as a report on the job situation and the factors influencing employment. Dr. John L. Hutchinson, of Columbia University, succeeds Professor Gerald B. Fitzgerald, of the University of Minnesota, as president. Other officers for the year are Jackson Anderson, Purdue University—vice president and Howard Danford, Florida State University—secretary-treasurer.

Two college training sessions were held on Thursday and Friday mornings, respectively. The first one dealt with the question: "How Realistic Is College Training?" A double panel of six local executives and six college educators were so absorbed in the subject that practically no time was left for audience participation. Walter Roy, Director of Recreation, Chicago Park District, chairman of the meeting, was under constant pressure in his attempt to recognize the many people who were eager to enter the discussion.

The session on Friday gave the college educators an opportunity to speak briefly on the distinguishing characteristics of their respective recreation curriculums and to interpret the materials submitted for exhibit purposes. Also, reports were made by Gerald Fitzgerald and Fred Coombs on the work of their committees on accreditation and certification. Dr. Paul M. Limbert, President, Springfield College, Massachusetts, led this fast-moving meeting.

The college exhibit, prepared especially for the Congress, was composed of three large volumes of material keyed to a large map showing the geographical location of the schools offering major curriculums in recreation. It recorded the anticipated number of students, by districts, who expect to receive degrees in 1951. The exhibit material included twenty-five different types of items—from outlines of curriculums and individual courses to examination questions for a course in introduction to community recreation. The exhibit will be kept on display at NRA national headquarters and will be available for inspection by prospective employers, recreation executives and others interested in professional preparation for recreation leadership. The following colleges and universities submitted materials regarding their curriculums. (Materials from other schools will be received continuously and used as the exhibit is kept up to date.)

University of Maryland, College Park, Md.
Boston University, Boston, Mass.
Springfield College, Springfield, Mass.
Mississippi Southern College, Hattiesburg, Miss.
University of New Hampshire, Durham, N. H.
Panzer College, East Orange, N. J.
New York University, N.Y.C.
State University of New York, Cortland, N.Y.
Teachers College, Columbia University, N.Y.C.
North Carolina State College, Raleigh, N. C.
University of North Carolina, Chapel Hill, N. C.
Woman's College of University of North Carolina, Greensboro, N. C.
Pennsylvania State College, State College, Pa.
George Williams College, Chicago, Ill.
University of Illinois, Urbana, Ill.
Indiana University, Bloomington, Ind.
Purdue University, Lafayette, Ind.
University of Minnesota, Minneapolis, Minn.
Ohio State University, Columbus, Ohio.
Ohio Wesleyan University, Delaware, Ohio.
University of Wisconsin, Madison, Wis.
Chapman College, Los Angeles, Calif.
San Jose State College, San Jose, Calif.
University of California, Berkeley, Calif.
University of California, Los Angeles, Calif.
University of Denver, Denver, Colo.
University of Utah, Salt Lake City, Utah.
Central Washington College of Education, Ellensburg, Wash.

This article, at best, is only a brief and sketchy panoramic view of activities, related to personnel, which took place at the thirty-third National Recreation Congress. It is hoped, however, that it will give encouragement to those who are vitally concerned with the growth of people and the professional development of recreation leadership. Personnel is the central powerhouse of the recreation movement and the heart and soul of our profession. Surely it is the only assurance and the primary promise for the fulfillment of our purpose.

(Summaries of these meetings will be included in the 1951 *Congress Proceedings*. Order from the National Recreation Association *NOW*. Price—$2.25 per copy.—Ed.)

Recreation—A Career Service

Promotion from within departments has been an effective incentive for many promising young leaders. For many others, advancement has come by transferring from one agency, department or city to another. In any event, leaders belong not to the single location where they happened to begin their professional careers, but, rather, to the place where they can make the greatest possible contribution to the recreation movement. In this way, recreation really becomes a career movement justifying the sacrifice, time and money necessary for adequate professional training and preparation.

Raymond S. Kimbell has been promoted to the position of superintendent of recreation in San Francisco, following the retirement of Miss Josephine Randall. Mr. Kimbell started in the department as a playground director and was rapidly advanced to supervisor of playgrounds and community centers and to the position of assistant superintendent. His latest promotion is a just reward for his long and faithful service.

David E. Lewis is the newly-appointed general manager of the city's Consolidated Recreation-Park Departments.

James Lang, supervisor of athletics, who acted as assistant superintendent in Mr. Kimbell's absence on military leave, has now become permanent in this position. He, too, started at the bottom as a playground director.

Julius DeMeyer, also in the San Francisco department, started as a playground director. He succeeds Mr. Lang as supervisor of athletics.

Recreation, a new and growing profession, offers a challenge to those seeking a socially useful and personally satisfying field of service.

Recreation MARKET NEWS

Highlight Your Christmas Activities

The Eldridge Publishing Company, Franklin, Ohio, and Denver, Colorado, suggest, as a background for your Christmas pageant, service or drama, one of its scenic wall hangings. Each is nineteen and one-half feet long and seven feet high, in full natural colors, picturing either the Nativity or Bethlehem scene, which will "set the stage" for any type of Christmas entertainment. The Nativity scene, lithographed on heavy paper and especially treated so that light may pass through and the star shine brightly, may be fitted to irregularly-shaped walls. The nine-foot-nine-inch-wide center section may be used alone or with either or both end sections—each four feet ten and one-half inches wide—to make a complete scene. The Bethlehem scene, also in three sections—each four feet ten and one-half inches wide—may be similarly divided, and has the added advantage of being reproduced on weatherproof paper, thus making it suitable for outdoor use. Each scene packs easily for repeated use and sells for $8.00, plus forty cents postage. Complete instructions are included. The company's 1951-52 catalogue of plays and entertainments for every occasion is available free upon request.

What's The Name, Please?

No one need ask, if your team is wearing "personalized" T-shirts or sweat shirts made by the Radiant Sportswear Division of Eldee Advertisers Company. Effective lettering or designs, which withstand laundering, are imprinted by special processes (including Day Glo for which Eldee is a licensee) on athletic apparel in juvenile, boys' and men's sizes; gym pants, girls' head scarfs, banners, emblems and so on. Prices, comparing favorably with those in effect prior to the national emergency period, will be quoted at the company's office at 1223 West Sixth Street, Cleveland.

Enjoy a White Christmas

"One hour's snow shoveling in ten minutes" is the claim made by Jari Products, Incorporated, for its Jari Jr. rotary-action snow plow. A rotary rake "chews" the snow, while the open front scoops it into an adjustable casting chute which directs it out of the way, clearing sidewalks and driveways in sixteen-inch swaths, quickly, before the snow can be tramped down. Hardened steel drive pinions engage notches

in rubber tires, creating positive forward movement which makes the machine easy to handle. The one-and-one-half horse power motor may be used on the Jari rotary cultivator; and other attachments which may be purchased from the company are the power sprayer and the Jari, Jr., power scythe. Snow plow and motor, weighing only 157 pounds, crated, retails for $170.

Pocket Exposure Guide

Slide envelope construction for convenience in use, pocket size for ease in carrying and plastic, laminated cardboard for sturdiness make this three-way guide to diaphragm and shutter speed readings a handy accessory for the camera enthusiast. It is manufactured by the Bolsey Corporation of America. The arrangement of numerals and film type, designated on the slide and correlated with windows on the envelope, provides readings for ten films, wide subject range under all reasonable natural light conditions, eight flash bulb types and a triangularly arranged photo-flood set-up. One side of the envelope is devoted to daylight photography, while the reverse side features photoflash and photoflood conditions. Hints for better pictures also are included, and the guide may be used with any camera. Retailing for only twenty-five cents, it might fill the need for an inexpensive prize or favor, or even serve as a Christmas stocking stuffer. Available from all Bolsey dealers, or write to Shappe-Wilkes, Incorporated, 215 Fourth Avenue, New York.

"How Come Christmas?"

Fine interpretation of this Roark Bradford "near-folk" tale has been recorded by O. H. Harbin, for the Methodist Publishing Houses, and is available with two other Bradford stories—"No Vacancy" and "Little David." The three twelve-inch plastic records sell for $3.95. Although small children may not understand it, "How Come Christmas?" may well become a Christmas tradition for many groups and in many homes.

Handcrafts Supplies

Any crafts group in school, hospital, club or institution will find practically every product necessary for its handcrafts project in the stock of the Cleveland Crafts Company, 735 Carnegie Avenue, Cleveland 15, Ohio. At one time a single mimeographed sheet listed their wares, but now available is a thirty-six page 1951 catalogue that sells for twenty-five cents—refundable with the first purchase for one dollar or more. Hobbyists are invited to call at their recently-remodelled sales display room when in Cleveland.

Christmas Creche for Your Center?

Holly Mountain Dolls, of Ozone, Tennessee, makes lovely ones—the figures about one foot high. For full details, write to Mrs. Helen B. Krechniak, and mention RECREATION.

"Oh, we like to see him coming, with his pack on his back,
"The girls step forward and the boys step back."

MUSIC

Of all the seasons and holidays of the year, and of all the other occasions for music, the one that sets the most people a-singing is Christmas. Sing carols as a part of your program and fill your community buildings or club rooms and the streets with Christmas music. Visit your local music stores and ask them to recommend good recordings of Christmas music. You will find organ records especially good if you plan to use an amplifier. Beautiful recordings of carols are available in Christmas albums, or singly. Among some of the albums particularly good are: Christmas Carols of Many Lands—Vienna Boys Choir (Victor Red Seal); Christmas Carols—Alexander D. Richardson, organist (Victor); Carols of the English Yuletide—Victor Chapel Choir, Emile Cote, organ and piano; Carols for Christmas Eve—Victor Choir, Emile Cote, organ.

READING AND STORYTELLING

Reading aloud with family should be a part of every Christmas, a tradition in every home. Remember, no Christmas party is complete without a story. Visit your local library and ask the librarian to help you find these stories. Why not purchase some books for your own home, church and recreation department library? Some of the familiar and beloved tales of the Nativity, legends, Santa Claus, sentiment, adventure, humor and poems are found in the following books: Christmas Tales for Reading Aloud, edited by Robert Lohan, New York, 1946, price $3.75; Fireside Book of Yuletide Tales, edited by Edward Wagenknecht, Bobbs-Merrill Company, Indianapolis, 1948, price $4.75; Christmas Comes Again, by John N. Then, Bruce Publishing Company, Milwaukee, 1939, price $1.50; Merry Christmas to You, by Wilhelmina Harper, E. P. Dutton and Company, New York, 1935, price $2.00; Big Book of Christmas Entertainments, edited by Maurnie H. Faw, Beckley-Cardy Company, Chicago, 1941, price $1.50; Christmas, An American Annual of Christmas Literature and Art, edited by Randolph E. Haugan, Volume Twenty, Augsburg Publishing House, Minneapolis, price $1.25 paper, $2.00 board. This book is published each year at Christmas time. It is a wonderful collection of Christmas stories, beautifully illustrated in color. A series that makes a wonderful volume for your library.

(Fold Back)

Recipes for Fun

Christmas is the season of laughter, of warm fellowship and kindliness. Let your parties, therefore, be as bright as holly berries, as jolly as old St. Nick and, in friendliness, as warm as a burning Yule log.

The program, of course, should depend upon the type of party you are giving. On some occasions only carols are sung and Christmas stories told, or a simple play presented. There are times, however, when the playing of games makes it truly a "blithe and gay" occasion.

A SPECIAL DECORATION FOR CHRISTMAS

Snow Man on Door

To make this bright and smiling man, cut a cardboard circle ten inches in diameter. Pad with tissue paper. Cover all with white crepe paper which has been stretched and crushed between the fingers. Then cut circles of black mat stock for the eyes. Add a large ball of red crepe paper for a nose and a twisted strip for a happy, smiling mouth. The hat is a strip of black crepe paper twenty inches wide and eighteen inches long. Fold in half lengthwise. Gather the long open edges together and tie with spool wire. Turn inside out. Paste short ends together. Stretch the folded or bottom edge to form the brim. Add hat band of red crepe paper. A huge bow of red crepe paper, six inches wide, cut across the grain and pinned in place under his chin, completes the decoration.

GAMES FOR THE PARTY

Party Introductions

Give each person a Christmas tag upon which is written the name of a food associated with the Christmas season. On the other side of the tag are written such instructions as these, "Introduce yourself to the candy cane"; "Be sure that the plum pudding meets the lolli-

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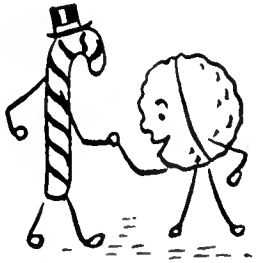
Compiled by North Carolina Recreation Commission, with assistance of North Carolina State Library and National Recreation Association.



pop"; "Discuss with the turkey the superiority of oyster stuffing"; "Find out the price of eggs from the walnut."

The Lost Christmas Cord

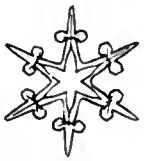
Before your guests arrive, cut several balls of inexpensive colored Christmas wrapping string into small lengths and hide them all over the party hall. Players are told to hunt for the cord in couples. As they find the pieces, they tie them together at one end. At a designated time, the couple with the longest string is declared the winner. The amount of cord to be cut up and hidden will naturally depend upon the number of people attending the party. Caution! Make it clear that the pieces of string are hidden in plain view and that one will not have to move or uncover things to find them. Hide a single short piece of gold cord. The couple having it at the close of the game is awarded a small prize.

Christmas Gift

Give each guest a small paper stocking. All of the stockings are red except a golden one and a black one. Players walk about with closed hands and introduce themselves to the other guests saying, "Please give me a Christmas gift." While they are doing this, they extend their closed hands and tap one of the extended hands of another player. If the latter has a stocking in his tapped hand, he must trade with the person who had introduced himself. At the end of three minutes, the leader signals a halt, and the person having the golden stocking receives a stocking of candy. The one holding the black stocking receives a bundle of switches.

Snowflake Partners

The names of all the girls are written on snowflake (thin tissue) paper. These snowflakes are tossed into the air and the boys scramble for them to find their partners for singing games or folk dancing.

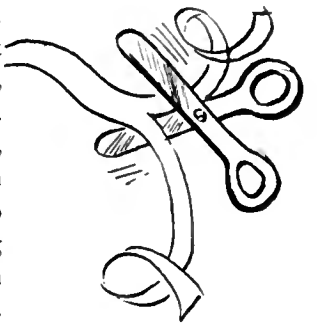


New Hobbies

Give each player two cards, a pencil and a pin. Tell him to think of a new hobby for the New Year, then to draw a picture giving a clue as to what he has chosen, and to sign his name below it (if the players are unacquainted). When finished, this picture is pinned to the player's chest where all can see it. When all players are placarded, each takes his second card, goes around the room looking at the drawings of others, guesses what hobbies their pictures represent and writes down the name of each person whose drawing he has inspected, along with his guess. After a period of ten minutes or more, time is called, and players count the number of people's names they have collected, and the number of hobby guesses. An award is given to the player with the longest list of names, and a slightly better award to the one who guessed the greatest number of hobbies correctly. If players in the group are acquainted, have them omit collecting names and merely guess the hobbies.

(Fold Along This Line)

Dog Sled Race



Long streamers of one inch tape are tied to a goal. Six or eight contestants at a time are about the right number. By a stretch of imagination, each one is driving a reindeer team in the race. A pair of small scissors is given to the racers, and at the starting signal they begin to cut down the middle of the tape, the object being to get to the goal as quickly as possible without cutting off an end of the tape. The spectators stand on the sidelines and cheer for their favorite teams.

MUSICAL MIXERS

Jingle Bells

Music: "Jingle Bells." Verse: Join hands, walk eight steps to left, back eight steps to the right, four steps to center, four steps back, repeat. Chorus: Clap for first eight measures, hook arms and swing right, hook arms and swing left.

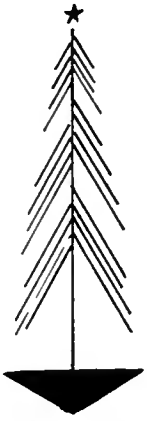
Jolly Is Saint Nicholas

Music: "Jolly Is the Miller Boy." Formation: Double circle, partners join inside hands, girls on right and inside. Saint Nicholas, in the center of the circle, tries to get a partner as "the girls step forward and the boys step back." Song:

"Jolly Old Saint Nicholas, who lived up north,
"He gives us a good time for all we're worth.

Your Christmas Shopping

can be easy if your friends are interested in recreation! If they are parents, students, teachers, service or leadership volunteers, board members, recreation staff leaders or just civic-minded folks—



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City Father Becomes Father Christmas

• Little fellow looks with wonder at jovial Santa who, in reality, is none other than Mayor Littlejohn Faulkner, of Wilson, North Carolina. The Mayor played the role of St. Nick at the two Christmas parties of the Wilson Recreation and Park Department last year.

STATEMENT OF OWNERSHIP, MANAGEMENT AND CIRCULATION REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (Title 39, United States Code, Section 233)

Of RECREATION, published monthly except July and August at New York, N. Y., for October 1, 1951.

1. The names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher: National Recreation Association, 315 Fourth Avenue, New York 10, N. Y.

Editor: Joseph Prendergast, 315 Fourth Avenue, New York 10, N. Y.

Managing Editor: Dorothy Donaldson, 315 Fourth Avenue, New York 10, N. Y.

Business Manager: Rose Jay Schwartz, 315 Fourth Avenue, New York 10, N. Y.

2. The owner is: (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of stockholders owning or holding 1 percent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a partnership or other unincorporated firm, its name and address, as well as that of each individual member, must be given.)

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None (nonprofit organization).

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner.

5. The average number of copies of each issue of this publication sold or distributed, through the mails or otherwise, to paid subscribers during the 12 months preceding the date shown above was: (This information is required from daily, weekly, semiweekly, and triweekly newspapers only.)

Dorothy Donaldson, Managing Editor

Sworn to and subscribed before me this 20th day of October, 1951.

Miriam S. C. Dochtermann,
Notary Public, State of New York
No. 30-6043400

Qualified in Nassau County. Certificate filed with New York County Clerk and Register. My commission expires March 30, 1952.

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STUDENT PUBLICATIONS – Guidance in the production of school newspaper and yearbook.
PARTIES AND BANQUETS – Suggestions for educative and wholesome social activities.
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Books Received

ANATOMY OF HAPPINESS, THE, Martin Gumpert, M.D. McGraw-Hill Book Company, Incorporated, New York. $3.50.

BASEBALL READER, THE, edited by Ralph S. Graber. A. S. Barnes and Company, New York. $3.50.

BOY AND HIS GUN, A, E. C. Janes. A. S. Barnes and Company, New York. $3.50.

CARVING ANIMAL CARICATURES, Elma Waltner. McKnight and McKnight Publishing Company, Bloomington, Illinois. Paper, $1.50.

CHRISTOPHER AND THE COLUMBUS, Kathryn and Byron Jackson. Simon and Schuster, New York. $.25.

DOLLS TO MAKE FOR FUN AND PROFIT, Edith Flack Ackley. J. B. Lippincott Company, Philadelphia. $3.00.

FROSTY, THE SNOW MAN, retold by Annie North Bedford. Simon and Schuster, New York. $.25.

HERE COMES THE PARADE, Kathryn Jackson. Simon and Schuster, New York. $.25.

JUNIOR JAMBOREE, Jonathan Barrow. Hart Publishing Company, New York. $1.75.

MUSIC AMERICANS SING, Harry R. Wilson, Joseph A. Leeder, Edith White Gee. Silver Burdett Company, New York. Cloth, $1.98; paper, $1.32. THE LOG for MUSIC AMERICANS SING. Paper, $.80.

MUSIC AND DANCE IN NEW YORK STATE, edited by Sigmund Spaeth. Bureau of Musical Research, 236 West Fifty-fifth Street, New York. $6.00.

NIGHT BEFORE CHRISTMAS, THE, Clement C. Moore. Simon and Schuster, New York. $1.00.

WHAT IF? Helen and Henry Tanous. Simon and Schuster, New York. $.25.

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Pamphlets

DIRECTORY OF RECREATIONAL FACILITIES FOR OLDER PEOPLE. Welfare Council of New York City, 44 East Twenty-third Street, New York 10, New York.

EDUCATORS' GUIDE TO FREE SLIDEFILMS, compiled and edited by Patricia A. Horkheimer and John W. Diffor. Educators Progress Service, Randolph, Wisconsin. $3.00.

EXPLORING CHILDREN'S INTERESTS, G. Frederic Kuder and Blanche B. Paulson. Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois. $.40.

HOW TO DO NATURE PRINTING, David and Jean Villasenor. Foster Art Service, Incorporated, Box 456, Laguna Beach, California. $1.00.

JUST BE PATIENT, cartoons, Angelo. John C. Winston Company, Philadelphia 7, Pennsylvania. $1.00.

LANDSCAPE ARCHITECTURE. Department of Landscape Architecture, Graduate School of Design, Harvard University, Cambridge, Massachusetts. $2.00.

NATIONAL SURVEY OF RECREATION IN CANADIAN COMMUNITIES. Physical Fitness Division, Department of National Health and Welfare, Ottawa, Canada.

Magazines

PARKS AND RECREATION, May 1951
- Coping With Vandalism Through Area and Facility Planning, H. W. Groth.
- Park Turf, Part III, Tom Mascaro.
- East Bay Regional Parks Nature Program, Jack Parker.
- Community Center at Mount Airy, North Carolina.
- Playground Construction Program at Milwaukee.

PARKS AND RECREATION, June 1951
- Nature's Tonic Provided by State Parks of Florida, Lewis G. Scoggin.
- Coping With Vandalism Through Area and Facility Maintenance (II), E. P. Romilly.
- Indoor-Outdoor Swimming Pool Designed, Wesley Bintz.
- Park Turf, Part IV, Tom Mascaro.
- Maintenance Mart.

PARKS AND RECREATION, July 1951
- Coping with Vandalism Through the Youth Bureau Approach, Lieutenant William J. Szarat.
- A Park Fundamental—Scenic Beauty, Roberts Mann.
- Oakland Uses Imagination in Building Tot-Lots.
- Maintenance Mart—Dallas Park Facilities.

PARKS AND RECREATION, August 1951
- St. Clair Metropolitan Beach Dedicated, H. A. Lamley.
- State and County Arboretum Developing at Los Angeles, George H. Spalding.
- The Use and Abuse of Park Records, George B. Caskey.
- Maintenance Mart.

RECREATIONAL AND INFORMAL EDUCATIONAL SERVICE, Gertrude Wilson. American Association of Group Workers, Washington, D. C. $1.00.

THE JOURNAL OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, May 1951.
- Hospital Recreation.
- A Physical Education Program for Today's Youth.
- Physical Fitness Advisement and Standards for Youth.
- Archery for the Handicapped, Henrietta Krumkolz.
- Value of the Athlete, Harry Wissmer.
- Too Many Too Soon, Ott Romney.
- Understanding Self Thru Dance, Barbara Mack.
- Placement Study, (Undergraduate majors in health, physical education, recreation in selected teacher-education institutions for 1949).

new Publications

Covering the Leisure-time Field

Rhythms and Dances for Elementary Schools

Dorothy La Salle. A. S. Barnes and Company, New York. $4.00.

As a recreation leader, often working with teen-agers and adults, I can't help but think: "Why, oh why, haven't these people had some good basic training in rhythms as part of their childhood education? How easy it would be for them now—and how much more real enjoyment they would find in their folk games and square dancing!"

For many years, a great many fortunate youngsters have had the rich experience of a dance program based upon the excellent material in Miss La Salle's first book on rhythms and dances. Now we have a revised edition and its format is exceptionally good. The dances and rhythms are well chosen and beautifully described, and the music is very legible. In fact, any classroom teacher could use the text with complete success.

The author states the case for the dance in the elementary school in Chapter I, and includes valuable teaching hints. Fundamental movements are covered in Chapter II, followed by a section on creative characterizations, in which all these movements are used. Singing games are next, with the old favorites as well as many new ones.

Three chapters on folk dances are divided into the simple, intermediate and advanced—which is a great improvement upon former classifications according to grade level. The folk dances also are grouped according to countries, which is a great help to the teacher who is planning an assembly program or a folk dance festival. A glossary includes an explanation of all steps one would need to know in working out a folk dance.

Since obtaining an able pianist always is a problem in a dance program, one wishes that Miss La Salle had designated desirable records for the dances or had, herself, made recordings of the ones which are not now available. This would have greatly increased the value of the book for all teachers, for there still are too many schools which have neither piano nor pianist, and only a good record player is within the realm of possibility.—*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

Not New, But Still Useful

Music Americans Sing, edited by Harry R. Wilson, Joseph A. Leeder and Edith White Gee. Silver Burdett Company, New York. Cloth, $1.98; paper, $1.32.

One hundred twenty-five old favorites with new, brief, descriptive and historical notes, and some even with dance directions, are included here. Units include American Indian songs, work, patriotic, Stephen Foster and traditional songs and Christmas carols—along with words, melodies and piano accompaniments. In addition, there is a *Log Book*—priced at eighty cents—containing more extensive directions and suggestions for use with groups.—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

Community Organization and Planning

Arthur Hillman. The Macmillan Company, New York. $4.00.

The author of this volume points out the distinction between community organization and planning, their relationship and the methods by which they function. He conceives of community organization as a necessary condition of conscious cooperation for local planning. Planning in its local aspects is designated as "an activity of organized and representative community bodies that can act on behalf of the community or major segments of it. It is essentially a matter of intelligently selecting and systematically implementing them." Major portions of the book are devoted to "Planning of Communities," "Organized Action in Community Life," "Functional Areas of Community Planning" and "Procedures in Community Organization."

Two chapters, "Community Centers" and "Planning Recreation Programs," relate primarily to recreation. Like other portions of the book, they are devoted, in large measure, to quotations from other publications. The former, primarily dealing with schools and settlements, contains no special recognition of municipal recreation buildings or of community buildings such as are found in many towns and rural areas. The other chapter outlines the development of community recreation in the United States. Mr. Hillman refers to the special recreation board or commission, however, as a coordinating agency for programs of parks, schools and other public agencies—rather than

as an agency performing an administrative, governmental function.

The relationship between national and local planning activities in the promotion of community services is discussed in the final chapter.—*George Butler*, Director of Research, National Recreation Association.

Research Methods Applied to Health, Physical Education and Recreation

The American Association for Health, Physical Education and Recreation. A Department of the National Education Association. Washington, D.C. $5.00.

This review of research methods was sponsored by the Research Section and the Research Council of the Research Section of the American Association for Health, Physical Education and Recreation. It was prepared under the direction of a steering committee, assisted by chapter chairmen and committees, with forty authors contributing to the material.

The volume reviews research methods in the areas of health, physical education and recreation—although major consideration is given in most chapters to health and physical education problems. It is designed as a general guide for the benefit of graduate students and others concerned with research in these fields.

Chapters that should be of special interest to recreation workers and students include the following: "Library Research Methods," "Historical Research Methods," "Experimental Group Methods of Research," "Survey Methods," and "Writing the Research Report." Laboratory methods and various techniques primarily applicable to physical education research also are described in considerable detail.

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Woman's Day, Incorporated, New York. Paper, $.25.

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Also, don't forget to order the reprints that Woman's Day so kindly gave to the NRA. They're listed on page 316 of the November 1951 issue of RECREATION.—*Virginia Musselman*, Correspondence and Consultation Service, National Recreation Association.

Parties on a Budget

Louise Price Bell. Prentice-Hall, Incorporated, New York. $2.95.

This book contains plans for twenty-two adult parties, nine children's parties, fourteen bridal showers and six stork showers. It also contains a special games section to supplement the games and quizzes given for each special event.

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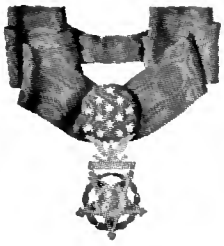

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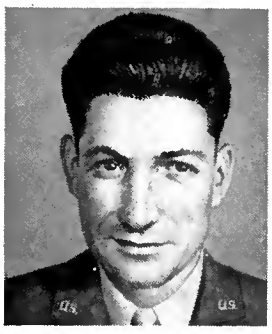

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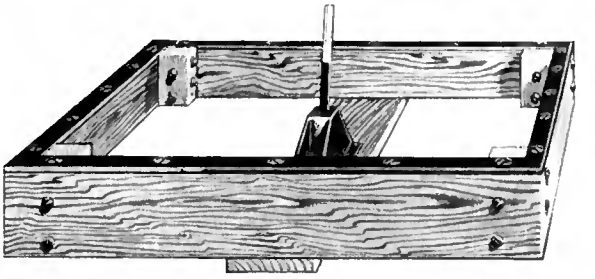

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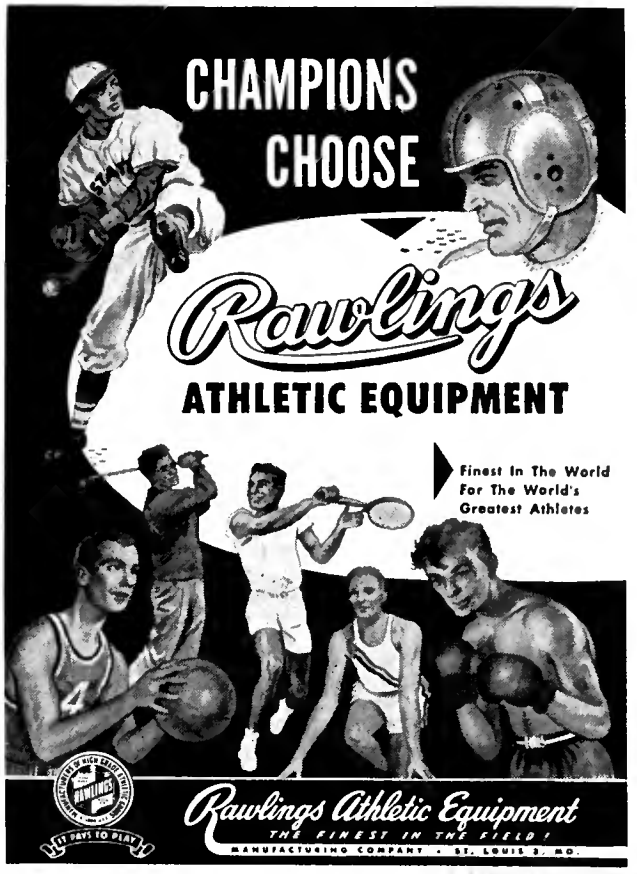
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Vol. XLV Price 35 Cents No. 8

On the Cover
When snow is upon the ground and brisk wintry air makes people a-rarin' to go, does your recreation program meet the challenge with a variety of indoor and outdoor activities planned to make it a valuable community asset twelve months out of the year? In Grand Forks, North Dakota, scene of our cover picture, wintertime beauty is enjoyed in many ways. In addition to sleighing and skiing, ice and frost bring out ice skating and hockey enthusiasts of all ages and agilities. Photograph by *Grand Forks Herald* and Lee-Evanson.

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Next Month
RECREATION takes you to Children's International Village, and introduces you to "Music Under the Stars." Accent is also upon activities for young people and servicemen, with a special article by Brigadier-General C. W. Christenberry. National Music Week gets its share of attention as well as St. Patrick's Day and the problem of competitive athletics for boys under twelve.

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the Readers' Guide. Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: H. Thayer Heaton, 415 Lexington Avenue, New York 17, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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3

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CONTENTS

General Features
The Relationship of Recreation, Physical Education and Group Work (Editorial), Kenneth W. Kindelsperger ... 421
Boating Booms as Recreation, Joseph G. Choate ... 426
The House the Guild Built, Mrs. August Belmont ... 431
Washington State Recreation Division Services, Dr. Frank F. Warren ... 432
Announcing 1952 Congress ... 435
The Place of Parks in Outdoor Education and Recreation, V. K. Brown ... 436
The Sale of a Town ... 440
Recreation's Part in Mental Health, Dr. George E. Gardner ... 446
Two with Japanese Flavor ... 448
Trends ... 450
Floods Come to Kansas, David J. DuBois ... 451
Secretary of Park Planners Retires ... 453
Changes in Minnesota State Hospitals ... 458
Mary K. Simkhovitch ... 461

Administration
Tobogganing Is Where You Build It, James McConkey 439
Recreation Planning Principles and Agency Functions ... 441
School Planning ... 456
Planning for Recreation in Rural Areas ... 470

Program Activities
American Music for Music Week, Dr. Philip Gordon ... 429
It's a Cold Day for Hiking, Joel C. Holiber ... 438
Something Out of Nothing, Patt Carey ... 444
Games for Roughnecks, Charles W. Bowser ... 449
Clowns Unlimited, Keith A. MacDonald ... 454
The Handicapped Go Camping, Marllys Victor ... 459
How To Do It!—Make Your Own Banjo, Frank A. Staples ... 462
Special for Young People ... 463

Regular Features
Letters ... 422
Editorally Speaking ... 424
Things You Should Know ... 425
Recreation News ... 443
Personnel—Recreation Leadership Training Programs ... 465
Recreation Market News ... 466
Recipes for Fun—Papier-Maché Puppets ... 467
Suggestion Box ... 469
Books Received ... 471
Magazines and Pamphlets ... 471
New Publications ... 472
Recreation Leadership Courses ... Inside Back Cover

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Affiliate Membership

Affiliate membership in the National Recreation Association is open to all nonprofit private and public organizations whose function is wholly or primarily the provision or promotion of recreation services or which include recreation as an important part of their total program and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Active Associate Membership

Active associate membership in the National Recreation Association is open to all individuals who are actively engaged on a full-time or part-time employed basis or as volunteers in a nonprofit private or public recreation organization and whose cooperation in the work of the association would, in the opinion of the association's Board of Directors, further the ends of the national recreation movement.

Contributors

The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

The Relationship of Recreation, Physical Education and Group Work

GUEST EDITORIAL

KENNETH W. KINDELSPERGER
Assistant Professor, Buffalo-Syracuse University Cooperative Program in Social Work.

Recreation, physical education, group work! How often one hears these words used interchangeably or together these days! There is a growing awareness that representatives of all three of these groups have many common concerns about the community's state of well-being.

Although the words have general meaning to those who use them, there is, however, a surprising lack of understanding among representatives of the groups they describe. There is an even greater misunderstanding among individuals of the citizenry at large, who hear these words loosely used by so-called "professionals" in talking about community programs of recreation services . . .

I recently participated in a study of recreation services and facilities in a relatively largely-populated county in upstate New York. This county has a large city almost in its geographical center, and the purpose of the study was partly to discover the extent of services being provided in the county area outside the city limits by recreation agencies with headquarters in the city. In addition, there was a study of existing programs in the county showing sponsorship, leadership, financing and so on. As the study progressed, it became obvious that the county recreation program as a whole was really a collection of many separate bits of program, being provided by many different groups. For example, in one rural community, a community-council-sponsored recreation program operated two nights a week during the winter. This council was jointly supported by funds from the county Community Chest and by public allocations made possible by reimbursement from the New York State Youth Commission. The director of the community recreation program was the physical education instructor of the local high school!

In the same community were Boy Scout, Girl Scout and Camp Fire groups which were part of Community Chest agencies with headquarters in the city. There were also 4-H Clubs and Home Bureau Units, with an even more complicated system of support through county, state and federal funds . . . This illustration vividly points up how great the need for better understanding is in this area of providing recreation services for communities.

In the first place, we need to clarify the relationship of recreation, physical education and group work. Physical education and group work are alike in that they are both methods of working with people. Recreation is distinctive in that it represents a field of activities so organized or planned that it gives to the individual, or to the individual in a group, "the sense of satisfaction that is re-creative." Some people may say that recreation per se implies socially-constructive activities which are therefore "good" for society. Others feel that . . . how the individual uses it will determine its contribution to society. No matter what we agree upon in this respect, there is common acceptance of recreation as a field of activities essentially taking place in the leisure time of man that provides an enjoyable or satisfying experience and that, out of this experience, the individual finds renewed strength in his adjustment to the world about him.

Physical education is a method of using the body as a means of expression whereby the individual achieves a sense of physical well-being through the process of either individual achievement or of participating in a structure of relationships to others. As a method of working with people, physical education plays an important role in the recreation services of a community . . .

Group work, or, more properly, social group work, is perhaps the least understood . . . It is a method of working with individuals in groups whereby a worker trained in the broad discipline of social work helps individuals to relate themselves more effectively to each other and to experience growth opportunities in the process. This growth is in the direction of socially-desirable goals which, in our country, are inherent in the democratic process. The worker in social group work is trained in the knowledge of individual and group behavior, and the main emphasis of this method is upon individual and group growth. Social group work uses many recreation activities but, like physical education, its application is not limited to the field of recreation. It does, however, offer distinctive contributions to the use of the group method in the recreation field, and all people working as professionals in recreation can profit from its contributions.

With these factors in mind—of the actual relatedness of these methods and the field of recreation—there is, therefore, need in the future for more careful planning . . . Schools of training in each of these fields need to make sure that all of their students have an understanding of the philosophies, methods and contributions of all three.

Most of all, we need an integration of our individual philosophies. Basically, we are all striving for the same goals, but what Einstein did for the integration of mathematical philosophy, someone must do for the integration of philosophies of those groups which strive to help individuals to achieve a more enjoyable relationship to the world in which they live.

Condensed and reprinted through courtesy of New York State Journal of Health, Physical Education, Recreation.

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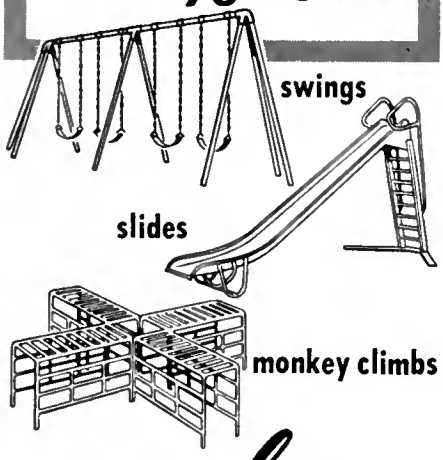

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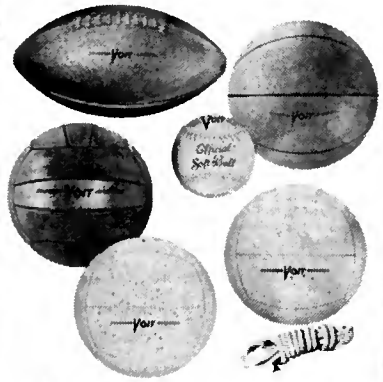

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LETTERS

THE PARK SCHOOL

Sirs:

I heartily agree with Malcolm Kirkpatrick on the principles established in his article —which appeared in your October issue— regarding the park-school, but cannot agree with the use of the word "functional." "Functional," to me, implies a smoothly operating facility that will jointly improve the operation of the program. School and park programs may supplement each other and, where they can be supplemented, certainly coordination is essential and city planning vital for both school and park.

Unfortunately, most of the headaches involved in the park-school facility are not from the construction and design angle so much as from that of use. Both school and recreation need space during the morning, afternoon and evening. Its greatest shortage appears to be during the morning and afternoons. As community needs are more adequately met, more and more individuals are seeking their outlet in the hours traditionally accepted as school hours. The changing living habits affected by earlier retirement, population shifts, the employment of mothers, economic and social changes, come into conflict with established school procedures. Community centers must be an accepted part of the normal facilities of a community as are the school buildings. Much cost and duplication can be eliminated in a better coordination of space and planning for major sports and mass activities which now cannot be confined to the centers.

Speaking of interschool competition as we see it, the conflict arises chiefly in the use of facilities. The majority of schools carrying on an intensified athletic competition program prefer to reserve their major turfed fields for the limited football season, rather than allow for over-all neighborhood and industry usage throughout the school year and the summer months. These specialized fields are not multiple-purpose and are costly. When industry works with the recreation department and does not build its own facilities, it becomes more and more important that school and park and recreation facilities be available for practice purposes as well as for competition. We regret the prevalent practice of extensive hard surface areas within the elementary school program, thereby putting them out of use for additional summer playground facilities. Psychologically, one cannot draw the neighborhood back to these sites without the landscaping of the natural aspects of a park.

The school should be a functional facility for community use, but it must be considered as a supplementary facility. Supplementary facilities require as much careful planning as major facilities for more advantage to taxpayers.

DOROTHEA LENSCH, *Director of Recreation, Portland, Oregon.*

Sirs:

Mr. Malcolm Kirkpatrick's article should be read by both professional and lay personnel in education and recreation. It would be desirable for boards of education, park and recreation commissions and planning officials to observe some of the principles and comments advanced in it. It is thought-provoking and contains amplification of the basic concept emphasized at the Jackson's Mill, West Virginia, Conference held in 1947, on planning facilities for health education, physical education and recreation.

Special attention is directed to some of the key thoughts, such as: "Site selection is something more than seizing the cheapest piece of vacant land available within the area of need." "The stock plan and stock thinking have been a curse upon the school building and playground. . . ." "The park-school building should be considered first and foremost not as a thing apart, but as one of the several elements—a bank of tennis courts, a play area or a parking area. *The point here is that land areas are not elements fitted into what is left over from a predetermined building area.*" (Italics mine.) "The asphalt jungles that have come to mean 'playground' to us are a disgrace to our native ingenuity."

It would seem extremely desirable for those who have access to this article to have it reproduced for distribution to key local government officials, as it represents the best thinking in terms of joint planning and functional uses which lead directly to provision of facilities and economical operation.

MILO F. CHRISTIANSEN, *Superintendent of Recreation, Washington, D.C.*

RIFLE INSTRUCTION

Sirs:

The article, "Rifle Instruction," in the October issue of RECREATION magazine, has many ramifications which should be checked thoroughly before such a program is introduced into community recreation.

One factor is the age of the participants. A twenty-two caliber rifle is a lethal weapon, belonging in the same category as knives and automobiles. Only more mature groups should receive instruction, as their actions will be more responsible and less prone toward accidents and deliberate acts which will endanger the community. One of the pet ideas brought out at the recent National Recreation Congress in Boston was that of training younger boys and girls in the correct handling of BB guns. Maybe this could be the first step leading to rifle instruction.

Another factor is the instructor-load and the proficiency of the instructor. Unless the instruction is capable and there is time for individual supervision, there are many dangers inherent in such a program.

Another point is that of an effective "follow-up" program, to insure that stimulated interest in rifles is channeled into constructive activities.

The mores of the community may be such that hunting and/or fishing comprise the chief activities. Rifle instruction would then lend itself to the nature of the community and would be advisable at a much earlier age than in an urban community.

There cannot be too much emphasis placed upon the responsibility of adults, not only in the matter of providing firearms for their children, but in the control and supervision of these weapons once they are placed in the hands of younger members of a community. Only by this "grass-roots" method can adequate control be insured for this potentially dangerous type of activity.

ALFRED L. COTTRILL, *Supervisor of Boys' and Men's Activities, Bureau of Recreation, Baltimore, Maryland.*

Sirs:

In regard to "Rifle Instruction," as carried on in a recreation program, we have a wave of interest in this in our city. Our rifle and pistol club has been in existence for twenty-five years and, as an outgrowth of that organization, all high schools are interested in and have rifle instruction as part of their curriculum. This is part of the high school program when and if there are expert instructors and a safe place for shooting.

I look upon this activity with favor, if the following points are adhered to:

1. Proper facilities.
2. An expert instructor to teach proper methods of handling firearms.
3. Absolute control of the activity so as to avoid accidents.

In our playground buildings and the armory, where we are conducting our shooting program, we have observed that group attendance does not lag and is most regular. There is a fascination about shooting that appeals to teen-aged boys as well as to mixed groups of adults. Our Rifle and Pistol Shooters Association is made up of men and women who have been active in such activity from the beginning. All of our organized groups are affiliated with the National Rifle Association.

ERNEST W. JOHNSON, *Superintendent of Playgrounds, Saint Paul, Minnesota.*

CAMPING

Sirs:

For some time, our department has been searching for a statement which adequately describes the elements of a well-organized camping program. We feel that such a statement appeared in the summer issue of RECREATION, in the article by Catherine T. Hammett, "Camping: Its Part in National Defense." We should like to request permission to mimeograph a portion of this for distribution among recreation and camping people in this state.

WILLIAM B. POND, *Supervisor, Recreation Division, State Parks and Recreation Commission, Washington.*

TELEVISION

Sirs:

In commenting upon the article, "Television, Friend or Foe?," in the September 1951 issue of RECREATION, I should like to say that television, today, is the greatest force known to man, serving to guide and formulate public opinion, attitudes and ideas. Whether it will be friend or foe depends upon two groups of individuals—television authorities and parents and viewers.

It is easy for television authorities to pass the responsibility on to the viewers and state that they, the stations, give the viewers what they want. This particular attitude has no place in our system of public trust. Television and radio are both in this category—they belong to no specific group, but to all the people. Authorities in control of television are *obligated* to provide proper public education and recreation whenever the opportunity arises. There is no reason for exception. There is, or never was, a program which is questionably good or bad. If it does not contribute to social welfare, it is undesirable! The television authorities know good programs when they see them. Let them act honestly and fearlessly lest they lose, in the light of righteous criticism, the privileges so often abused under the guise of "freedom of speech"! Television plays too big a part in American life to be subjugated only to unwholesome desires and the quest for financial profit.

The average viewer of television programs has to be insulted before he responds to any programs which come to his attention. This challenge usually has to take the form of indecency, obscenity, profanity, or just plain insult to his good taste, intelligence or judgment. Protest should not be made to Federal authorities, but, rather, directly to the station and sponsor. This is the level at which it will be most effective; the fear of lack of support will motivate programs for all times to come. Organizations, bureaus and agencies which attempt to boycott programs only will call attention to those that are not a force for good—witness censored movies! The viewer must be honest with himself and his family. Those programs which are not good should be turned off with a twist of the dial. Self-control and discipline must come from within—it has little or no value from without. There are enough intelligent, serious-minded people who can control "unethical" television programs, authorities and sponsors if they act and act immediately. "The pen is mightier than the sword."

JAMES A. WYLIE, *Associate Professor of Education, Boston University, School of Education, Massachusetts.*

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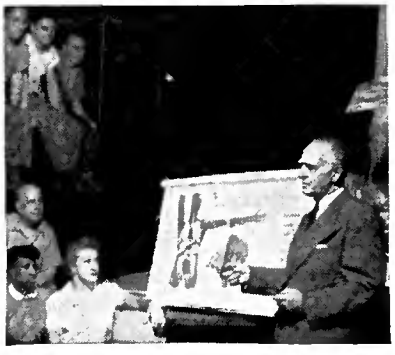

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American Cancer Society

Editorially Speaking

DEAR *RECREATION* READER

Because this magazine is *yours*, and you are one of our reporters, as well as a subscriber, we wish that you would consider this letter as an editorial staff meeting, at the beginning of the new year. We need your continued help in making RECREATION the type of magazine that you want. Here's how . . .

Please note, first of all, that the title of our recreation comments section, on page 422, has been changed to "Letters." We feel that this head will be simpler, clearer. Do you agree? Also, we again call your attention to the possibilities of this magazine department, and ask your active support in making it a lively one. It is designed to give you, as a member of the recreation family, an opportunity to be heard, to exchange opinions with others on any matters of concern—either about magazine content or procedures or about any recreation trends—which can benefit through open discussion. Have you, personally, contributed a letter to this page? Do you like the idea well enough to do something about it? Have you become accustomed to thinking of this section in relation to its purpose?

Recently we received a sincere letter of criticism about one of our published articles. When we mentioned using it on our "Letters-to-the-Editor" page, however, its author exploded in indignation. "No," said he, "I am not seeking publicity." Apparently, the whole idea behind its use escaped him—if he had ever stopped to think about it! Why should writing for one section of RECREATION mean "publicity" any more than writing for any other part? Maybe other people would have appreciated hearing this man's views.

In writing to us, you will encourage others to do the same, reaping the reward of interesting and helpful reading and assisting with the improvement of content in general.

May we hear from *you* soon and often—in letter form? Be as brief as you like, or as detailed. It will help if you mark your communication, "Letters-to-Editor" page.

RECIPES FOR FUN

Will you please let us know whether you like or dislike "Recipes for Fun," and why? We want to know whether to continue or discontinue it, in its present form. What about other new features—"Recreation Market News," "Personnel," "Things You Should Know," "How to Do It"?

MANUSCRIPTS

Please double space between lines on the manuscripts of all full-length articles. Otherwise, these have to be retyped before any editing can be done. Sometimes this may make all the difference in a decision as to whether or not the material can be used.

PHOTOGRAPHS

In mailing pictures, be sure to slip a sturdy piece of cardboard into the envelope for protection. Creasing can ruin a photograph, and it is amazing how many reach us in that condition.

PUBLICATION

Please do not be discouraged if your contribution is not used immediately. Remember that all material cannot be used at once and that it is necessary to hold many articles for future publication. Furthermore, each issue of the magazine is now made up three months in advance. Make your contributions as colorful, interesting and helpful as possible, and keep them coming!

Dorothy Donaldson

Managing Editor, RECREATION

A SIGN OF THE TIMES*

There was a sad little advertisement in our paper the other day. Sad for what it implies.

Trade your piano in as down payment on a television set, the advertisement urged. In other words, don't create your own entertainment and pleasure. Just squat down in front of a TV set and let someone else entertain you.

If that advertisement, with the inevitable response to it, is a trend of the times—and we fear very much that it is—something that is not good is happening to our way of life.

A lot of us can remember when family and guests gathered around the piano for a sing, and everyone thought it good fun. We can remember, with pleasure now, the somewhat tortured hours that the youngsters spent on their piano lessons, hours that were justified because the children were learning to do something for themselves. Leaving the piano for a minute, we recall the many simple pleasures of a bygone era when there were no TV sets and no radios. Try to tell a boy or girl about the delights of a taffy pull and you'll be looked at as though you were slightly queer. Tell a youngster what fun you once had on long walks through the countryside and he'll surely think you are nuts.

We have arrived at the age of squat and look. Spectatoritis or squatitis is the disease of the day. Children are being encouraged to let others entertain them rather than to entertain themselves, and this training and tendency extend on into their adult lives. We sit and look when we should walk and think, and conversation is a lost art.

*Editorial appearing in the *Tacoma News-Tribune*, October 1951.

Things You Should Know . .

• THE ORDINANCE ADOPTED June 12, 1950 by the commissioners of Lower Moreland Township, Montgomery County, Pennsylvania, in the Court of Quarter Sessions, Montgomery County, Pennsylvania, June term 1950, was declared illegal and unconstitutional. The requirement that subdividers provide, whenever practicable, for suitable open spaces for parks, playgrounds, and recreational areas was deemed to be "taking of the land without compensation."

• THE DATE FOR the 1952 Governor's Conference on Recreation in Indiana has been changed to April 3, from the previous date of March 28, as announced in the December 1951 issue of RECREATION.

• ACCORDING TO A REPORT made at the tenth annual meeting of the Association of Southeastern State Park Directors, the total of appropriations for the operation and maintenance of state parks in the southeastern states was almost two and one-half million dollars for the fiscal year 1950-51. For the same year, total appropriations for capital improvements in the same area were over four and one-half million dollars. The report also indicates that attendance at state parks in southeastern United States exceeded fourteen and one-half million dollars last year. Joseph F. Kaylor, director of forests and parks, Maryland, was elected president of the association, succeeding James L. Segrest of Alabama. C. West Jacocks, of South Carolina, succeeded Mrs. Lucy L. Smith, of Kentucky, as vice president; and Hardie Nall, of Mississippi, succeeded S. C. Taylor as secretary-treasurer.

• REQUESTS FOR THE SPECIAL DEFENSE PUBLICATION, "Emergency Recreation Services in Civil Defense," put out by the National Recreation Association, have reached such proportions that a third printing of ten thousand has been necessary.

At the request of the Federal Civil Defense Administration, all State Civil Defense Directors were sent six copies of the publication on December 4 and advised that additional copies for distribution to all local civil defense directors would be available upon request. By December 14, state civil defense directors from nineteen states had requested a total of 6,605 copies. Typical of the comments from the state officials was that of E. Z. Jones, director of the North Carolina Council of Civil Defense. He wrote: "I consider this booklet one of the finest of any of the associated services publications, and I am very anxious that every civil defense director in the state of North Carolina receive a copy of this booklet."

Individual copies will continue to be available to interested individuals. Local recreation executives may receive up to twenty-five copies, free of cost, for selective local distribution. More than twenty-five copies will be provided on a cost basis.

• A JOINT STUDY will be conducted by the National Recreation Association and the Southern Regional Education Board of undergraduate and graduate recreation training needs and programs for white and Negro professional workers in the South. Its object will be the formulating of a plan for a regional program of recreation training, research and service. The study will be guided by a committee of leaders from universities and from the recreation field, selected jointly by the National Recreation Association and the board.

• A PANEL OF JUDGES to select the "All-American Boating Family," at the National Motor Boat show in New York, January 14-16, will include Joseph Prendergast, executive director of the National Recreation Association. The show, this year, will highlight family life afloat. (See "Boating Booms as Recreation," page 426.)

• THE MIDWEST DISTRICT ASSOCIATION of the American Association for Health, Physical Education and Recreation is holding its annual convention, March 17-19 in Cincinnati, Ohio, at the Sheraton-Gibson Hotel. Convention manager is W. K. Streit, Cincinnati.

• THE ANNUAL STATEWIDE FESTIVAL of the Folk Dance Federation of California will be held in the city of Oakland, California, on May 30, 31 and June 1, 1952.

• REGISTRATIONS for the National Roster of Recreation and Park Personnel are continuing at a reasonably rapid rate. Full-time, year-round professional recreation people who have not registered should do so at their earliest convenience. Present registrants represent various areas of the recreation field, such as parks, community and public recreation, armed forces, hospitals and institutions.

• HOSPITAL RECREATION WORKERS are needed immediately in three states in the east, midwest and west. Write to Recreation Personnel Service, National Recreation Association, for information.

• SINGLE WOMEN, ages twenty-four to forty-five, are wanted now for service club work with the armed forces throughout the United States, in Europe and the Pacific area. Write to NRA's Recreation Personnel Service for details of these civilian positions.

Recreation Superintendent Wanted!

Montgomery County, Maryland, seeks a Director of Recreation, for early appointment. Salary range, $6,000 to $8,000. College graduate, preferably with master's degree in recreation or related field, required; plus five years of professional experience—at least one year of which to have been in administrative capacity.

Write to Personnel Office, Courthouse, Rockville, Maryland, for announcement and application form.

With room for four children, a little sea shell sailing pram makes a good "fun boat." Packaged in "knockdown kit," it only costs $35.

BOATING

IT MAY BE the middle of winter, with the snow swirling and the warmth of summer seemingly unattainable, but this is the month of the National Motor Boat Show. All hands flock to come aboard at Grand Central Palace, in New York City, to see the new crop of crafts and the accompanying myriad gadgets. Truly, spring is just around the corner and the warm salt spray not so unattainable after all. Recreational boating is rapidly becoming everybody's business.

Today a modestly-budgeted income is no reason for members of a family to sit on the beach when they would rather be out in a boat on the waters of the lake, river, sound or ocean. Modern production methods have brought the cost of boats and their accessories within the reach of all. The healthful, fun-filled recreation found in cruising, racing or fishing with power or sail can be yours for very little with such developments as the use of plastic and molded plywood and the ready-to-build "knockdown kits." It also can be within reach of the community recreation department budget.

Pioneered in the days before the second World War by a few boat builders and now offered by most makers of small sail and power boats, the "knockdown kits" have shaved the cost of a "ready-to-sail" boat, finished completely by the builder, by as much as seventy-five per cent in many cases. Whether you want a sturdy little outboard to take the pounding of the rough waters off a rocky point while trolling for "king" striper or a fast, safe sailboat, you will find it worthwhile to look into the matter carefully.

These sub-assembled kits, complete with plans and full instructions as to materials to be used, are readily available. Also, in most of the monthly boating magazines, there are plans for building your own boat right from the keel up. The latter takes a good deal of shipwright's skill—more so than the "knockdowns," which can be put together with simple hand tools in a cellar or garage during the long winter months.

Development of the use of plastic for boat hulls has cut the cost greatly, both in the decreased original price of a similar wooden craft and more especially in the maintenance. One New England boatbuilder turns out small plastic craft which never need that annual spring coat of paint. This is a great saving in money, time and elbow grease when it comes to "wooding" before applying the new paint. This yard claims that the molded-plastic hull completely prevents leakage and does away with the necessity of caulking, as there are no seams.

With the lowering of costs throughout the boating world, there also has come a tremendous increase in seaworthiness and safety for young and old alike. Outboard motors have become less complicated to run and the boats are built along faster, yet safer, lines. The day of the round-bottom skiff has given way to the safer vee-bottom boats of today, and even the small eight- and ten-foot prams are relatively stable craft. In sailboats, the incorporation of permanent backstays and long-luffed, short-footed sails makes for easier handling and greater efficiency, while the vee-bottom hull with heavy, metal centerboards vastly lessens the chances of "shipping green water to leeward."

All this has made for a great increase in sailing activi-

...OOMS AS RECREATION

Joseph G. Choate

ty by the youngsters. All over the country, groups of various kinds are sponsoring junior sailing programs to teach boys and girls the respect of, and mastery over, the water. As most authorities concur, children should begin their acquaintance with it in a "shore school" conducted by a responsible person who knows the ways of water. Here the child learns the nomenclature and principles behind sailing and the invaluable art of knot-tying as well as the proper situation for each of the several basic nautical knots. Here, too, he learns the rules of the road and is taught how to recognize all the standard government aids to navigation—buoys, lights and horns.

This could make an excellent project for local recreation departments—in community centers or on playgrounds—and could be handled by a skilled volunteer who is seasoned in, and enthusiastic about, such matters. It can form the basis of a boating program as a year-round recreation activity, if the community is fortunate enough to be within reach of water and thus able to carry forward these learned skills into the actual boating situation. When considering such a program, it is important to remember, too, that boating is one of those interests and activities which carry over into adult life and, later, into retirement years.

Once in the boats, the youngsters learn, under the guidance of the instructor, how to put their "blackboard work" into practice. Only after a good deal of experience are they allowed to race—and then only in the protected water of the inner bay or cove. Starting at an early age and practicing as much as possible, the youngster will find that in a few years he is allowed to race against those older and more experienced than he; and, if he has shown a real interest in his basic grounding and has learned the lessons taught, he has a good chance of winning that Saturday race or even the season's series and collect a prize or two at the end of the summer.

In a recent report on the Larchmont Race Week, held last summer, it was noted that on Junior Day, set aside for all those under eighteen years of age, a record number of crews turned out for competition. One hundred twenty-eight boats set a record for that event. This is quite typical of the great increase in sailing interest exhibited by youngsters.

The annual culmination of the many junior sailing programs each year is the competition for the Sears' Cup, emblem of the North American junior sailing championship. Open to those who have not reached their eighteenth birthday by September 1 of the year in which they compete, the Sears' finals include regional winners from sections of the East Coast, the Great Lakes and other parts of the continent, who signify their intention to enter crews.

Outboard runabout takes family for Sunday spin, trolling for the wily fish or competing against other runabouts in a race.

This year's finals were held off Marblehead, Massachusetts, under the auspices of the Pleon Yacht Club, last year's winner, and included eight crews. The winners,

MR. CHOATE *is manager of the National Motor Boat Show.*

representatives of the Rocky Point Yacht Club, Greenwich, Connecticut, included two fifteen-year-olds and a fourteen-year-old. The skipper of the four-man crew on the winning craft was seventeen-year-old George Reichhelm. Other contestants were as young as thirteen, and all competitors sailed International 210 sloops, over twenty-five feet long.

In addition to these junior sailing programs at yacht clubs, scouting organizations all over the country are training their boys and girls in the ways of the water. In the postwar years, enrollment in the Sea Scouts, the nautical programs of the Boy and Girl Scouts and the Junior Mariner programs has zoomed.

Junior interest in these many sailing programs has been equalled by the increased adult participation in the outboard motorboating fraternity. Not only are the smaller outboards used for day runs and racing, but designers and builders have come up with a new creation—the outboard cruiser. The latter has gained greatly in popularity since the end of the war.

The inboard cruiser, which can be purchased complete or in the less expensive "knockdown" form, provides modest cruising facilities, coupled with light displacement for easier trailer transportation and the much-less-expensive outboard motor power. Speeds up to twenty miles an hour can be obtained from motors ranging from ten to twenty-five horsepower, proving ample for relaxed, safe cruising.

As for racing the outboard, great strides have been made to bring this exciting and highly competitive sport within the reach of those in the lower income bracket. Since the war, the stock utility classes have become popular because their rules say that the boats must be raced with motors just as they come from the dealers' shelves, without any added, costly "souping up" process allowed. Before the war, the Albany-to-New-York annual race was for outboard hydroplanes and runabouts; but, since the war, competition has been restricted to stock utility boats, with the entry list nearing three hundred boats for one race.

Also, inboard racing classes have grown up since the war, limiting the amount of money spent on engines. More boats now compete with the assurance that they are not merely practicing against more expensive boats which would normally win the race handily. Division II of the 225-cubic-inch hydroplane class was formed and limits total cash outlay for the engine installed to six hundred dollars, less than half the expense allowed in Division I. Other classes, limiting the motors to stock varieties, include the Pacific One Design Hydroplanes and the pending 136-cubic-inch hydros.

Boating can be fun and at a minimum of cost. Recently, a twenty-two-year-old Gar Wood runabout that had been salvaged from the bottom of the waters of Manhasset Bay, Long Island, and put into commission as a "picnic and Sunday afternoon cruising" boat won the fifth annual edition of the Harwood Trophy Race. This race for inboard boats, the only one to be run exclusively in the waters around Manhattan, is a difficult one, and has come

Youngsters in a "Lightning" bear off the wind, gain speed to push by other craft to windward. Juniors are grounded in smaller "Woodpussies," advance to these larger craft in which they may compete against the older experienced sailors.

to be recognized as one of the big events on the yearly motorboating calendar. "Davy Jones," this year's winner, was pitted against a number of top racing boats and drivers from all parts of the northeastern United States—plus three Canadian aces—and still she won in the able hands of co-owners Jack Kraemer and Bill Leiber, both of Port Washington, Long Island.

BOAT BUILDING

Boat building has been a popular activity in some community recreation crafts shops. However, it does present various problems, several of which the Chicago Park District solved some years ago.

It found that some boats occupied space which could be used to better advantage by more individuals engaged in other activities, and that many of the large boats had never been completed or had taken two or three years to reach a stage that would permit removal from the shop. Therefore, the following policy was evolved for all crafts shops:

1. Sixteen feet is the maximum length of any boat permitted to be built in any park crafts or boat shop. The maximum beam is determined by the width of openings at the location.

2. Where structural conditions of buildings are such as to prohibit the building of any sixteen-foot boat, the maximum length is determined by such limitations. In no case will a doorway or portal of any kind be enlarged.

Among the sailboats that come within the above limitations are classes known as Comet, Snipe, Pelican, fourteen-foot International Dinghy, Penguin, Class B Dinghy, Moth and Frostbite. Innumerable types of power boats, canoes, rowboats and kayaks also fall within the limitations set by the Chicago Park District.

Dr. Philip Gordon

AMERICAN MUSIC for Music Week

EVERY WEEK really is a music week, and every music week ought to be an American music week! Especially in our schools and colleges ought we to demonstrate, at least during our annual music week, that this country does have skilled and capable composers and that they do produce music that can be performed by students and enjoyed by the general public. Herein are suggested some aids toward this end.

What Is American Music?

First of all, we should understand what we mean by American music. We are not concerned here with our so-called "popular" music. Not that it isn't music, or American, or isn't good in its kind, but we are talking about American music on the same basis of skill and substance that Europeans apply to the music of their recognized composers. We are concerned with the American counterparts of Stravinsky and Sibelius, Hindemith and Prokofieff —the men who practice the art and craft of music in the tradition of the great masters. Those are the men who, unfortunately, do not become "popular"—any more than do the acknowledged titans of the past, such as Bach, Beethoven and Brahms.

But do we have any so-called "serious" composers? The American public never has become conscious of the number of people in this country actually composing music in a craftsmanlike manner. Five years ago, Claire Reis, in her *Composers in America*, named about 750 such composers. She indexed some 6,500 works by approximately 330 of these composers.

We do not feel the impact of this large, constantly growing body of American music because most of it remains in manuscript form. At best, only thirty per cent of all of this music is published. The fact remains, therefore, that there is a great deal more American music than we imagine, and each year brings a greater increase.

Is It Usable?

Published American music is available for all sorts of performing mediums, and in varying degrees of difficulty. It is possible to obtain compositions in many forms, large and small, for band, orchestra, chorus of mixed, female or male voices, as well as for string quartets, wood-wind chamber music, instrumental and vocal solos and works for the stage.

Grades of difficulty vary from fairly easy writing intended for students to highly complex scores for symphonic musicians. There is enough American music available on the high school level to meet the requirements of many student and non-school amateur groups. High school organizations in this country have performed Roy Harris' *Third Symphony*, Aaron Copland's *Lincoln Portrait*, and Randall Thompson's *Testament of Freedom*. At the other end of the scale there are choral and instrumental works by American composers which can be given by junior high school pupils.

Contrary to what some may think about twentieth century music, most American compositions are not esoteric or unapproachable. American music tends to be tuneful, transparent, rhythmically alive and often has a flavor of indigenous folk song and dance. The present century being an age of experimentation, it is natural that American composers, like European, should take cognizance of the great expansions which have been made in harmony, counterpoint and other elements of musical structure and organization. On the whole, however, our composers are "modern" with reservations, perhaps because the musical taste of the American public is highly conservative.

How Does One Find Suitable Music?

Perhaps the greatest difficulty connected with a program of American music is not in the performing of it, but in the finding of it. The best known

National Music Week always begins on the first Sunday in May. This year, it will be celebrated from May 4 to 11. It is not too early to make plans for programs which will mark the occasion and serve as a highlight of the year's work in music as well as a focus of attention upon the needs for future musical development.

Dr. Philip Gordon has long been active in seeking to establish a meeting ground between the American composer and American youth. The author of The Availability of Contemporary American Music for Performing Groups, *he has also contributed articles to leading educational journals, been national vice-chairman of the Committee on Contemporary Music of the Music Educators National Conference, and has held professorships at Chicago Musical College and Seton Hall University.*—T. E. Rivers, Secretary, National Music Week Committee.

American composers do write a good deal that is difficult to perform.

In the case of standard classics, with which teachers and group leaders become more or less familiar in their student days, it is easy enough to know those which make too great a demand upon voices, or those which require prohibitive orchestral virtuosity. But we hear so little modern American music, and it is repeated so infrequently, that few leaders have an opportunity to become really conversant with the repertory.

Least in need of any guide to playable contemporary American works will be the directors of school and college bands. The concert band is a twentieth century creation. In America, the word "band" is practically synonymous with "student band" or "community band." The repertory specifically composed for bands is almost entirely a product of the last quarter of a century—and almost entirely the work of American composers. More and more American band compositions of excellent quality are being published. Publishers' catalogues and music dealers' shelves reveal rewarding works by such men—to name only a few—as Aaron Copland, Roy Harris, Ray Green, Henry Cowell, Robert Sanders, Burnett Tuthill, Paul Creston and William Schuman.

The selection of choral music presents some problems. In addition to the usual questions about the range of voices and the difficulty of the tessitura, one has to consider such matters as the source and nature of the text, the length of the composition, the presence or absence of accompaniment and its nature if it is present, the demands made upon solo voices—if any are required. These questions are not usually answered by publishers' catalogues, and it would be a tedious job to examine all the choral music by American composers that can be found on dealers' shelves.

The Music Educators National Conference has made an important contribution by preparing a list of recommended contemporary music, principally by Americans, for band, orchestra and chorus. The original list, begun in 1944 by a committee headed by Dr. Howard A. Murphy and extended to 1948 under the chairmanship of Dr. George Howerton, is available in mimeographed form.* Recently, a committee, under the chairmanship of the present author, revised and extended the list to 1951 and graded all the numbers as to difficulty.

Further aid in the selection of suitable choral numbers is obtainable from those journals which review and evaluate new compositions. Among them are the *Music Educators Journal*, *Educational Music Magazine*, *Musical America*, *Notes* and the *Music Clubs Magazine*.

American choral music of the highest quality already has begun to establish itself as a definite part of the school, college and community group repertory. Such numbers as Randall Thompson's *Alleluiah*, Normand Lockwood's *Monotone*, and William Schuman's *Prelude for Voices* frequently appear upon concert programs. Important contributions have been made by Henry Cowell, Gardner Read, Irving Fine, Virgil Thomson, Harl McDonald, Richard Donovan, Douglas Moore, Burrill Philips, David Diamond, Samuel Barber and Peter Mennin. Almost any kind of choral composition can be obtained—from Copland's simple *Younger Generation*, for soprano and alto, to Lockwood's *David Mourneth for Absalom*, for eight parts a cappella, or Thompson's elaborate, but resounding, choral cantata, *The Peaceable Kingdom*.

It is worth observing that much of the verse used by American composers is taken from the poetry of Walt Whitman.

The most difficult problem will be the selection of American music that can be played by an amateur orchestra. The decline in non-professional orchestral playing in the last twenty years has been sad and regrettable. Because of this situation, our composers have given little thought to writing music suitable for school and community orchestras. Their works tend to make severe technical demands upon the players. Nevertheless, there is a fair number of American compositions which a reasonably competent amateur orchestra can perform. The recommended lists and other sources previously mentioned will be helpful. It is particularly important to know whether a work is published in such form that it can be played by orchestras with incomplete instrumentation. For example, the slow movement of Howard Hanson's *Romantic Symphony*, a beautiful and not very difficult piece of music, can be used only by a fully-equipped orchestra, since there is no piano accompaniment to replace the instruments which may be missing.

Among contemporary American compositions which may be considered suitable for the average amateur orchestra are: William Bergsma's *Paul Bunyan Suite*, most of William Schuman's *Newsreel*, Harl McDonald's *Legend of the Arkansas Traveler*, all but the first movement of Aaron Copland's "*Rodeo*" *Suite*, the same composer's *Outdoor Overture*, Virgil Thomson's suite from the music to the documentary film, *The Plow that Broke the Plains*, the same composer's recently-published *Acadian Songs and Dances* from his music to the film, *Louisiana Story*, and certain movements from Elie Siegmeister's *Western Suite* and *Ozark Set*.

What Can We Do for Music Week?

Large or small, superior or just average, every non-professional music organization can perform some modern American music of high quality during Music Week, making the community conscious of the important contribution to American life that is being made by the composer in our midst.

While we are at it, let us seek out the composer who actually is in our midst—in our own state, in our own city. Most of our composers do not live in the clouds or in an ivory tower; they do not scorn the common multitude. Like the rest of us, they have a warm affection for children. Such men as Randall Thompson, Elie Siegmeister, Norman Gould, Ray Green, Henry Cowell and Aaron Copland have either gone directly into the schools to work with the students as "fellow musicians" or have had direct musical contacts with young people in other ways. During Music Week, we can seek to es-

*Also published in this author's *Contemporary American Music for Performing Groups.*

tablish closer relationships with the composers who happen to live near us by inviting them to attend and participate in our Music Week concerts.

We can commission a composer living in our state or in our city to write a composition for our particular chorus, band or orchestra—a composition intended specifically to mark our contribution to Music Week. No worthy composer will scorn such a commission. A good composer is not disturbed by the need to write for performers of less than professional skill. He is only disturbed when his music is ignored by his countrymen.

These are only a few indications of what we can do about American music during Music Week. Everyone can think of other suggestions for his own community. The important thing is to do something concrete and constructive to help the community develop a better understanding of what our composers are writing and of how their music sounds. It is not necessary to plan lengthy programs or to seek out difficult compositions. There is plenty of good, usable music available from the pens of sincere, skilled American composers. Let the performance of some of this music be our special project for Music Week this year.

Mrs. August Belmont

The House the Guild Built

"THE BOYS WERE so completely fascinated that they never moved from their seats for the whole three hours. How grateful I am that our children have the opportunity of attending the opera." So ran one of the many letters of gratitude that flood the Metropolitan Opera Guild office in New York, after each of its student performances. In the last fifteen years, there have been sixty of these special matinees of grand opera attended by more than two hundred thousand enthusiastic children.

At first the Guild—the architect of the student performance plan—was spurred to action by the desire to take a hand in the musical education of tomorrow's audience. It builded better than it knew. Instead of finding listening to opera a duty to be performed, junior audiences have discovered that it can be recreation in the finest sense. Productions of seventeen different operas have run from *Aïda* and *Lohengrin* to *The Bartered Bride*, and Metropolitan casts of standard excellence have taken part every time. Students of junior and senior high schools attend these performances as a privilege of group membership in the Opera Guild. Each school undertakes to pay ten dollars in annual dues, which entitles it to twenty-four issues of *Opera News*. The students may then purchase their tickets at greatly-reduced rates, thereby largely clearing away the financial barrier to opera as recreation. To finance the project, the Guild looks for underwriting to its individual members, friends who enjoy opera so much they wish to share it with the future opera lovers. At present, 350 member schools profit by this generosity—not only in New York City, but in Westchester County, Long Island, Connecticut, New Jersey, and in farther-removed communities. Girls and boys from Catskill High School, for instance, traveled three hundred miles in one day to attend a single performance.

Thus student performances serve as the ground upon which opera is to be built as recreation. The foundation of the structure is preparation for attending the performances. When the Guild accepts a group membership, the music supervisor in the school agrees to conduct several sessions on the opera's background. Those students who will attend the performance form the nucleus of the session. Occasionally, an entire school assembly is devoted to the topic. In turn, the Guild provides the supervisor with a syllabus of notes, references and informal dramatic material.

Upon this foundation, we see the building rise almost as if by its own power. First tangible evidence of contagious enjoyment on a large scale came from Student Council. Representatives from the member schools in the five geographically-divided regions unanimously joined forces some eight years ago and now meet regularly as an opera council in their respective areas. The elected officers from each region likewise assemble to form the Executive Committee of the Student Council. It is this student group which, with the ever-present help of the Guild, raises the edifice into the ideal structure—opera which offers education, inspiration and recreation to students of all departments. Art contests, musicales, radio programs and debates are all to be found among the bricks and mortar.

Art contestants from each region submit costume and stage setting designs based upon the current student performance operas; the winning regional entries compete in the finals and prizes are awarded at the Metropolitan Opera House. For the second outstanding activity—the musicale in the separate regions—students are auditioned and those who are selected to perform have the thrill of appearing upon the same stage with a guest artist.

Is this building program successful? Much evidence indicates that it is. Recently, past members of the Student Council organized an alumni group, fired by the spontaneous ambition to carry on the ideals established by the Opera Guild. They have built their own house, based upon education in opera, and are now equipped to utilize its recreation possibilities.

Recreation in opera, of course, is limited neither to the younger generation nor to those who can afford frequent opera attendance. An estimated fifteen million people find pleasure in listening to the Saturday broadcasts from the stage of the Metropolitan Opera House throughout the opera season.

The Opera Guild can well be proud of the progress of its plan and hopeful for its future. The cornerstone has been securely laid; the audience of tomorrow has accepted opera as recreation—and still the building expands to new and happy usefulness.

AUTHOR *is founder and president emeritus of the Metropolitan Opera Guild.*

Dr. Frank F. Warren

Washington State

RECREATION DIVISION SERVICES

When the Recreation Division of the Washington State Parks and Recreation Commission was activated in May 1949, the state formally recognized that provision for leisure-time activity had become a governmental function and that the state had a responsibility in acting as guide and assistant to local communities where primary responsibility for recreation rests. The state recognized further that, if the people are prepared to use their leisure time constructively, and are provided with the facilities and leadership through which their individual interests can be satisfied, both state and community are fostering a rich democratic asset.

Considerable thinking on the worth of a state recreation agency had been done before the law was passed creating the division as part of the state parks and recreation commission. This thinking, by citizens who pay the bill, was extremely important then, and has continued as the motivating force in the conduct of the division.

The division operates upon three fundamental concepts: (1) Recreation is a community need for which facilities and leadership should be provided, just as for education and health. (2) Recreation is a function of government, just as are public works and safety. A city is no longer run without a city engineer or a health officer; it seems reasonable then to employ a director to take care of municipal recreation. (3) Recreation is of public concern; therefore, it is the responsibility of local government to provide facilities and leadership and to encourage cooperative effort by both public and private agencies in the sponsorship or conduct of a recreation program.

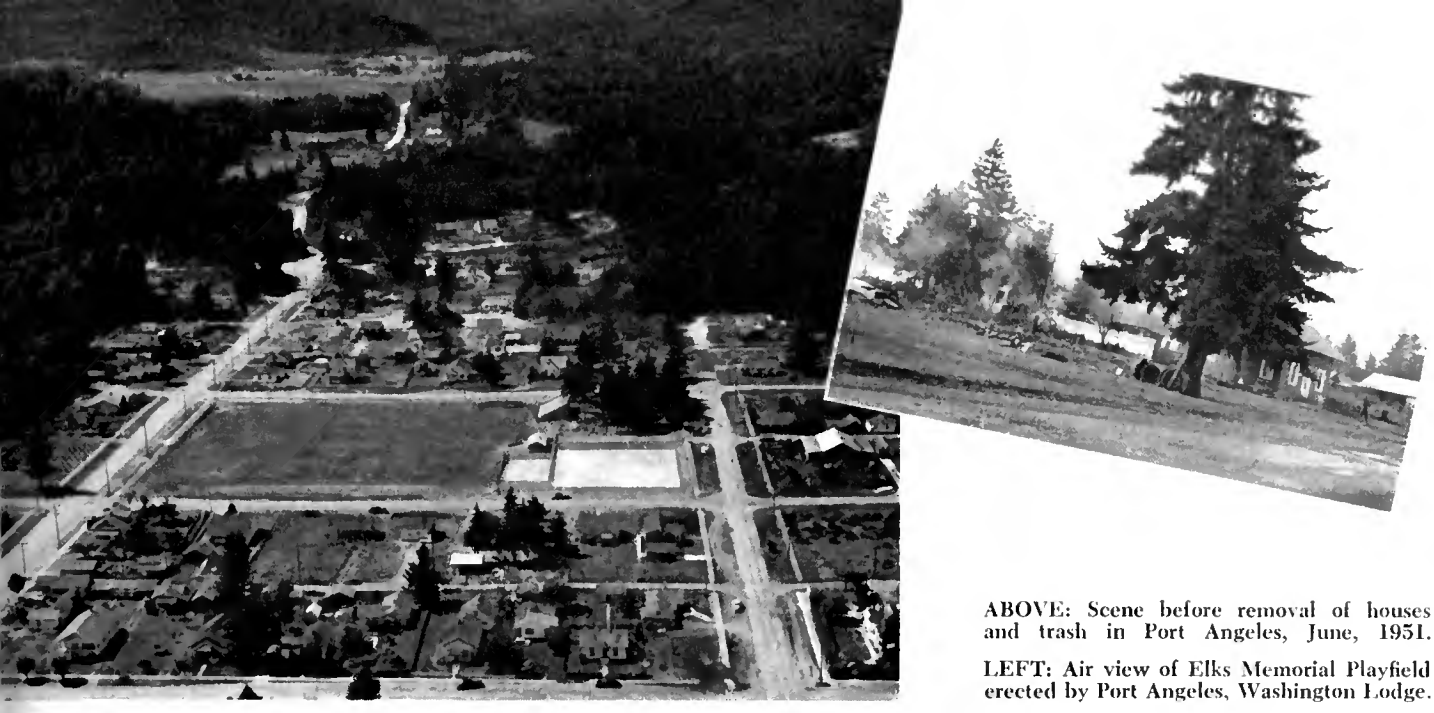
The average citizen is becoming more interested in worthwhile leisure-time activity in which he and his family can participate in his home community. He is seeking aid in satisfying that need, and appreciates a state service that can supply him with information about what other communities are doing or that will assist him with the solution of the local recreation problem. He is seeking adequate, trained leaders; he wants to know what kind of facilities his town should build and maintain. In all of these, the state services of the recreation division are useful to him.

A legislative act in 1947 abolished the old State Parks Committee and established the State Parks and Recreation Commission with two divisions, one for parks and one for recreation. A commission of seven, appointed by the Governor, was provided by the act. As now constituted, the commission has seven lay members from various parts of the state.

The recreation division was not activated until May 1949. When it was set up, a subcommittee on recreation within the commission was appointed by the chairman to handle public relations as related to recreation. Mrs. Ruth E. Peeler, vice chairman of the commission, has served as chairman of that subcommittee during the entire period. At the present time, other commissioners on her committee are Arthur H. Morgan of Walla Walla and Emil H. Miller of Wenatchee. These members are often called upon to meet with local or state groups interested in recreation, and the chairman of this commission's subcommittee traveled widely, the first year, throughout the state in the interests of recreation. During 1949, she talked with thirty-six different groups on local problems, some of them combined park and recreation problems.

The policy of the committee and of the personnel of the division is to seek maximum lay participation on the local level, both in planning and in the execution of recreation programs, public and private. The Washington State Advisory Committee on Camping and the Washington State Recreation Council, with professional and lay membership, both act as sounding boards to determine sentiment and to provide a medium for common discus-

DR. WARREN, *president of Whitworth College, is chairman of the Washington State Parks and Recreation Commission.*



ABOVE: Scene before removal of houses and trash in Port Angeles, June, 1951.

LEFT: Air view of Elks Memorial Playfield erected by Port Angeles, Washington Lodge.

sion of problems with each other and with division staff members.

The recreation division now has three professional staff members, headed by William B. Pond, who came to the organization at the time of its activation. Its activities are many and varied. Staff members have made more than two hundred visits to eighty different communities in the two-year interval since the division was organized. They assist in the solution of all kinds of recreation problems—finance, program, leadership, facilities—and particularly stress coordination of community activities by both public and private agencies. They have also participated in twenty-five institutes and conferences, some of which were division-sponsored while others were in cooperation with other state or local agencies.

Division personnel are always available to assist in the training of leadership upon request. The division, however, conducts no programs and has no funds for direct allocation to communities. It never encroaches upon the exclusive authority of the community in the management and control of programs. It is, instead, a source of information for local communities, a reservoir of leadership, and a research agency for the multitude of recreation problems which face communities in accepting their responsibility for providing worthwhile recreation activities for all of the people, regardless of sex, race, age or economic status. It encourages local problems of voluntary organizations and promotes cooperative activities between public and private agencies.

When planning a field visit, the usual procedure is for one of the specialists to make a visit to an area after the division has received a request for service from some local person or organization. The visit may be for a talk to an interested organization; it may be a preliminary, exploratory meeting with representatives of several organizations and local leaders to discuss problems and ways of solving them; it may be a gathering of representatives of all groups in the city, either supporting or operating a recreation program, for the purpose of organizing a coordinating council; or, it may be for the purpose of giving first-hand assistance to paid community recreation personnel.

Not all assistance, however, is given through field visits. Special research projects are often conducted by the division as a result of requests. For example, a recent publication on how families can play together was prepared in response to repeated requests for such information. This booklet stresses summertime activities and backyard play equipment. A second publication, now in preparation, deals with wintertime activities in the home. Another publication, just off the press, is a report of a survey of organized camping in the state of Washington. In this survey, the division was aided by the Washington State Advisory Committee on Camping.

Many communities have become interested in organizing community councils or in establishing municipal park boards or advisory committees on recreation needs, preliminary to expanding their programs. One such survey is just getting under way, in which the recreation department of the University of Washington will be cooperating with the division in a survey of a community of 33,800. W. H. Shumard, northwest district representative of the National Recreation Association, also will assist in this project, and the Bureau of Governmental Research and Services at the university also has been requested to serve in an advisory capacity on certain phases of the survey. This bureau has already assisted the division in the compilation of sample ordinances creating park boards in second, third and fourth class municipalities, and in the compilation of applicable state laws relating to park boards for metropolitan park districts and for cities of all classes.

Annually, the University of Washington sponsors an Institute of Government, under the direction of the bureau. The purpose of the institute is to bring together Washing-

ton citizens interested in discussing problems of state and local government. Last year, for the second time, a day-long discussion of public recreation was included on the program, providing an opportunity for the consideration of problems of budgeting and of the effect of civilian defense and military personnel needs upon present community programs. Mrs. Ruth E. Peeler served as chairman of the recreation section and also as a member of the advisory committee of the institute. Co-sponsors with the bureau and the recreation division were the National Recreation Association, the Washington State Recreation Society and the Washington State Recreation Council.

Last spring, the division cooperated with local groups in leadership training institutes in five widely-scattered areas of the state—Spokane, Yakima, Swauk picnic area near Ellensburg, Kitsap County Recreation Institute at Bremerton and Camp Seymour near Tacoma. In each institute, local leadership took the initiative, with division personnel assisting wherever local leaders thought that they could best serve. The division also has assisted with three one-day hospital recreation conferences, one of which it co-sponsored for the Veterans Administration Hospital at American Lake near Tacoma. A second institute was sponsored by the VA at its Walla Walla Hospital. The third, held at Fort Steilacoom, one of the state's mental hospitals, brought together all recreation directors from institutions under the state division, and included custodial and training schools, mental hospitals, penal institutions and soldiers' homes.

The division has assisted a large number of communities in planning facilities, suggesting kinds and placement of facilities and encouraging each of them to adapt the suggestions to fit the local needs. The achievement of one of the communities thus aided is pictured in this article. In the early spring, the division went into Port Angeles, upon the request of the local Elks, to look over a piece of school land available for the Port Angeles playfield. The completed project, financed entirely by the Elks, was dedicated and presented to the city at a special ceremony in June.

Because the division is so closely connected with state parks, camping has been stressed—with special emphasis upon group camp planning and the interpretation of camping to the public. Services in camping, however, are not confined to state parks. Mention already has been made of the Washington State Advisory Committee on Camping, which the division serves as secretary. The division has assisted communities with pilot school camping projects and has coordinated the use of camps throughout the state. It has carried on a program of public education regarding camping, studied and encouraged new forms of camping for different groups—adults, crippled children, senior citizens and family groups—seeking to promote higher camping standards in general.

Other state park recreation activities have included responsibility for the employment of qualified waterfront personnel for ten Washington state parks having swimming facilities. The division also has prepared two folders—one for distribution to school children visiting Federated Forest State Park, which preserves an exhibit of virgin

The members of the Recreation Subcommittee, left to right, Arthur H. Morgan, Emil H. Miller and Mrs. Ruth E. Peeler, confer with Chairman Dr. Frank F. Warren, seated at right.

Agencies and groups cooperate in regional leadership training institutes. Conferring on Kitsap County Recreational Institute, left to right, are James R. Huntley, State Parks and Recreation Commission, Seattle; Kenneth Branch, Kitsap County Youth and Recreation Council, Bremerton; George Draper, Bremerton Armed Services YMCA; and Harley Robertson, of the office of Superintendent of Public Instruction in Olympia.

Douglas fir and related species in the Mount Rainier area; the other describing the significance of the petrified wood exhibits at Gingko Petrified Forest Museum on the Columbia River in central Washington.

During the fall and winter of 1950, personnel of the division assisted the recreation committee of the Washington Council for Children and Youth with its recommendations. Members also served as leaders at the Governor's Conference, held in Seattle in December 1950, after the President's White House Conference in Washington, D. C.

Staff members have occasion to fill many speaking en-

gagements and to serve as consultants on many programs. For example, they have been consultants on parks and recreation at the last three annual conferences of the Association of Washington Cities. They also have participated in a curriculum planning conference at Washington State College, Pullman, during the spring of 1951, where the School of Physical Education had just been authorized to offer both bachelors and masters degrees in recreation. During the summer, they often appeared on local radio programs. In addition, library loans are a continuous service of the division.

Getting a place for recreation at the dining table, as a full-fledged member of the family of social services, instead of giving it handouts from the kitchen, provides unlimited challenge. The state of Washington, like many other states, has citizens who view this younger member of the family with suspicion. When the pressure is on, there are some who would sacrifice the benefits of worthwhile leisure-time activity for civic projects of a more materialistic nature. Not all city councils are ready or able to dig down into their pockets for tax funds to provide a base for financing a long-range recreation program. However, citizen sentiment in favor of adequate programs is gaining strength and, in spite of financial difficulties, many communities are finding ways and means of obtaining the services which they want and need. It must, of course, be kept in mind that recreation is only one of many municipal services and that, while it should have its share, those interested in bettering the programs should recognize over-all community needs as well.

Additional state legislation is needed to provide communities with the organization necessary for taking care of community needs in recreation and with a means of financing programs when the local community wishes to do so. At present, for example, there is no legal means whereby persons in the nearby trade area can be taxed to pay their share toward a public recreation program from which they benefit. Laws relating to planning for parks and recreation likewise need to be studied for possible changes and improvements.

There is need to develop greater understanding between public and private agencies as to the roles each can play in a coordinated community program, thus eliminating duplication and overlapping. There is need to develop higher professional standards among recreation workers, both through a provision for better training and a re-examination of the philosophy of recreation.

Stress upon participation, based upon individual choice for purposes of relaxation instead of the development of high skill of a few selected people in a single activity, is badly needed in many of our programs. In this, many of the paid recreation workers themselves are at fault, because providing a "winning team" becomes more important than providing opportunities so that all can play.

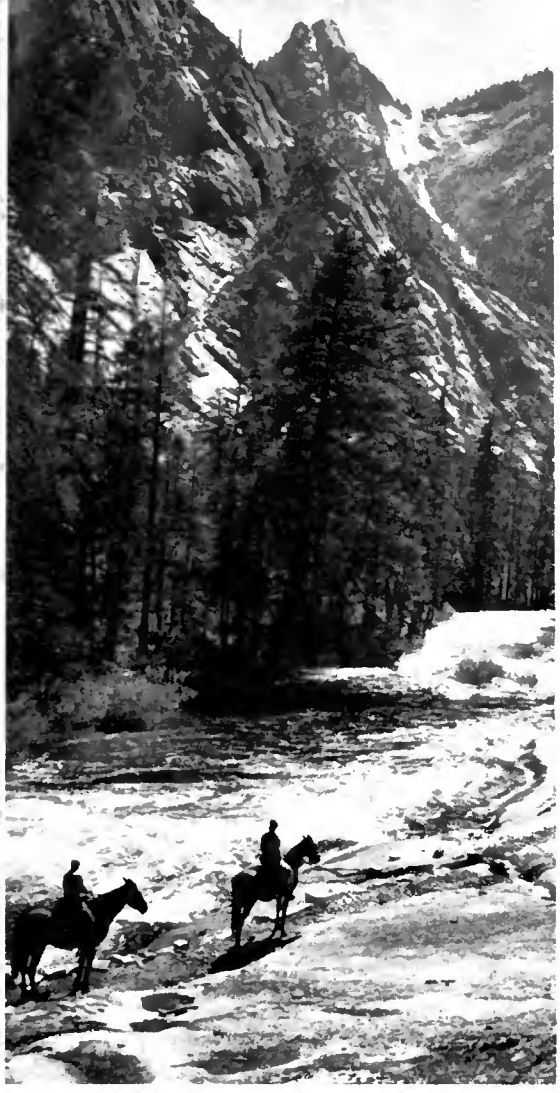
Skillful leadership should utilize both youth and adults as volunteers in all stages of recreation activities—from planning through actual participation in the activities provided. Planning should not be spasmodic; it should be consistent and of the year-round variety. It should be kept progressive and evolutionary, and should utilize all resources available. Community situations are subject to change and the recreation program should be able to change with them. What works one year may not be popular the next. The paid recreation leader should keep this in mind and frequently consult the people to learn how they feel about the operating program. He should then be ready to change if the occasion seems to warrant this. The leader should never forget that local citizens are the ones for whom the program is planned; they should decide upon what to do, how much to spend, quality of their leaders.

The average American citizen wants to provide for himself. Individual and group participation in planning encourages the sharing of ideas and often leads to community action. It uncovers areas of need and of duplication and overlapping. It gives each group an opportunity to decide how it can contribute most to the total effort. A new agency should never be started to perform a function for which some existing agency already is responsible. The coordinating agency, when formed, should not "take over." It should only provide for an avenue of participation and an opportunity for understanding that will make the total community offering better. This is the democratic way. The task of recreation is to foster it—in the conference room, on the playground, on the playfield and in the family.

Announcing 1952 CONGRESS IN SEATTLE

In 1952, the National Recreation Congress, for the first time, moves into the Northwest—Seattle: September 29 to October 3: Headquarters—Olympic Hotel.

This announcement, when made in Boston, created great interest and many requests for further information. In response, a series of articles—of which the above is the first—will appear during the coming months to give readers of RECREATION a preview of the significant recreation developments in that great area of the country. It is important for board members, executives and volunteers to plan carefully now for what we all feel will be a very rewarding trip.—T. E. Rivers, Secretary, National Recreation Congress.



V. K. Brown

The Place of Parks in Outdoor Education and RECREATION

PARKS ...! To this audience surely it isn't an abstract idea-word so much as a picture-word. When you hear it, don't you experience a visual flash of green grass, quiet shade, sparkling water; a vision of something attractive, orderly, spacious, inviting, something you are happy to behold?

If that be true, if we all share the same feeling as to the meaning of the word "parks," then the things which we see in those pictures must be important to humanity. They wouldn't present themselves so insistently unless they fulfilled some deep human need.

Do you remember how Lebert Weir, of the National Recreation Association staff, used to talk of those needs which constitute a "biological necessity"—the need for muscular action, which can be served by the parks in sports: the need to nourish self-confidence, by occasionally triumphing over difficulty or challenge, which the parks serve with their ski runs, their mountains to climb, their white waters to shoot in a canoe? There is the need for getting off the pavements every so often, to come again into contact with the earth and its mysterious healing, and the parks serve that need with footpaths, fireplaces and balsam boughs for sleeping on the ground. They also serve the need for escape from the war of nerves into quietude, restoration and balance, with their forests, their birds and the sound of waves or waterfalls.

Any of those needs could be used as examples for what I have to say, but I have chosen, instead, the human need for, and response to, natural beauty. I use it because I suspect that many of us are somewhat timid about speaking up for that as valiantly as we would for the need for sports or camping. Maybe we suffer from a guilt feeling that confessing sensitivity to beauty is to admit an effeminate weakness.

However, this remains one of our most fundamental human needs. Did you ever see that old blanketed Indian on the south rim of Grand Canyon who made a daily and almost ceremonial rite of his reverent appreciation of each evening's sunset? No one could watch him, lost in contemplation of that evening scene, without realizing the depth of human hunger for natural beauty and its serenities—and how universal it is in our great human family. Haven't you, yourself, looked around in some especially breathtaking beauty spot and noted that others, however many races they might represent, likewise appeared to look to the mountains from whence cometh something of mysterious spiritual help?

Now, what really is the place of parks in respect to this need? Direct service to it, in all the different kinds of parks—in city parks, relieving the stark ugliness to which urban living seems so prone; in outlying parks, preserving, before it is too late, our remaining nearby forests; and in the more remote parks and the deep woods, protecting for individuals the opportunity to feel that one has come home again to the simplicities of his childhood and to glimpse, once more, half-forgotten wildlife; and, finally, in the great national or state parks, preserving as sanctuaries those natural resources which are the heritage of all generations.

Pausing to survey an idea like this, are we not, as park men, impressed with the broadness of our field? It implies that we must keep our thinking broad gauged, does it not? Certainly we may narrow down our attention, as specialists in city-park service, forest-preserve service or national-park service, but we must not narrow our awareness of the sweeping scope of the total park movement, of the fact that we, as trustees, are obliged to make this great public estate realize its optimum public usefulness.

A broad vision needs to become a constant and dominant attitude, if parks are to take their rightful place

From talk given at the Fifth Annual Great Lakes Park Institute at Pokagon State Park.

in providing, to a satisfying percentage of the American people, experiences which contribute to outdoor education and recreation. We are talking about a broadmindedness which is dynamic, not one which is inert. Parks will assume their full and rightful place in our national scene only as our broadmindedness *expresses itself in action*. A park maintenance man must *do something* about his conviction that beauty of scene and orderliness of upkeep can never be self-fulfilling in a vacuum, that part of his job lies in providing for their appropriate appreciation and human use.

Reciprocally, neither will parks assume their full place in outdoor education and recreation until my own fraternity of recreation specialists expresses its broadminded sense of responsibility by actively fostering an understanding of good outdoor citizenship. That means inculcating in others an appreciation of respect for beauty and orderliness, a sportsmanship with a live-and-let-live regard for the life of growing things, a disciplined regard for the appropriateness of the use of the public's park estate, all the way up from a neighborhood playground to the Yosemite.

My generation has sensed this breadth of vision, and has pioneered some of its early patterns of action. Your generation no doubt will accept the challenge to carry it beyond anything we have even dreamed.

Roberts Mann, of the forest preserves, and Walter Roy, of Chicago's parks, have developed a nature recreation leader's training program to bring to the people of their city an understanding appreciation of nature as a field of adventurous exploring, as a source for design in art and of materials for crafts, as an enriching subject for study and as an invitation to the joys of gardening.

Ray Carlson and Garrett Eppley, of Indiana University, are continually opening windows which lure students into the mysteries and delights of nature. While teaching recreation courses there last summer, I found that, in student public opinion, its nature offerings were rated in the forefront of the most popular courses in the whole university.

City Park Superintendent Bob Everly goes into partnership with his city schools to demonstrate that a liberal education and a broad program of recreation simply do not have separating boundaries. They intermingle, inseparably. His park service is continually weaving itself into the education of Glencoe's school children. And what he has done in buying and developing park land alongside of schoolgrounds, and in beautifying the school acreage itself, has demonstrated that the traditional ugliness of schoolyards is not necessary but is a failure of imagination in governing authorities.

The list could be lengthened, but these are enough to help us see that just as the place of parks is not in a vacuum, but addresses itself to human needs, neither is it static, but keeps pace with changes in those needs. And needs do change, as society progresses, bringing new demands. Examining them thoughtfully also brings progress and improvement in service.

The past century in parks at first brought samples of woodlands to the city, like museum pieces; patches of grass, with signs "Keep off!"; a few trees and shrubbery, to droop in the smoke; an occasional lagoon; here and there an imitation waterfall in some monstrously ugly fountain. These early beginnings have evolved into our parks of today. Your generation no doubt will carry on to such eventual garden cities as we cannot even imagine.

As city park specialists, you probably will discover better ways of making your knowledge available to home gardeners. Your influence may even make solariums a commonplace feature of the home. No doubt, you will lift the level of public taste for, and appreciation of, shaded streets and the landscaping of private grounds. You will make better use than we of lay enthusiasm and capacity to organize, already evident in "garden groups," "dahlia clubs" or local "improvement associations" and other similar federations. Growing more expert in the public relations art of inspiring and then channeling enthusiasms, behind the scenes, you will constructively enlist the pooling of citizen effort to go on from where government effort ends in community beautification. For example, I think that you will make it a park function to inspire neighborhood projects of community planning of home beautification, instead of the present raggedness in unrelated individual residential development. And broadening that base, I think you will interest yourselves in stimulating family and neighbor outdoor recreation, close to the home, to add richer meaning to the picnic idea and the general tone of urban neighborliness. I would expect you to go way out beyond our present scope in day-camp developments; also, in short, to consider the playground and the areas for sports the mere beginnings, not the ends, of a park service in recreation.

I would even prophesy that you will team up with educators to get nature awareness and appreciation effectively into the accepted program of cultural education in our public schools, not

Parks fulfill the desire for beauty and provide a quiet retreat from city pavements. Above: A spring shelter and rustic bridge in Wabasis Park in Kent County, Michigan.

as another "subject" to be studied, but, perhaps, as projects for small groups going out from the schoolroom on adventurous exploring trips.

The present momentums in park trends will carry your generation into preparing your acres for, and then organizing, vastly more of outdoor living—camping, caravans of companionate group travel in congenial parties of fellow pilgrims for school groups, church groups, youth agency groups, youth hosteling trips. Remember that our whole rising generation has had at least some introduction to outdoor living in military training camps, and that national park uses are skyrocketing upward, plainly forecasting what is to come. Skiing is our fastest growing sport. That is significant in a society where we proclaim that the majority rules. So is the fact that the greatest single body of sportsmen in the world undoubtedly is the fraternity of fishermen. Those implications will be unfinished business for you in the future.

You are going to propel the public park estate, the whole of it, into its rightful place in our national outdoor education-by-experience and our national outdoor recreation-be-personal action. That is your destiny. The momentum of American progress is urging you toward it. I'm sure that you welcome it.

Air view of Lodi Municipal Lake Park, San Joaquin County, California, shows aquatic area available for recreation.

Joel C. Holiber

IT'S A COLD DAY FOR HIKING

IN WINTER, animals put on a heavier fur coat. What do you do? Here are useful pointers to help you in your preparation for those winter hiking or camping expeditions. Try them and be comfortable.

CLOTHING

1. Wear layers of wool clothing, not heavy or bulky, but loose fitting and never snug. Use only all-wool garments and avoid the fuzzy variety.
2. Have outer clothing that is water-repellent, windproof.
3. Wear two-piece long underwear in camp, but not on the trail.
4. Peel off some layers of clothing when hiking or climbing, to avoid becoming overheated. When stopping for lunch on a summit or at camp, put on extra clothing.
5. Always use mittens, never gloves, and have a change with you.
6. Wear an ear-covering hat or hood.
7. Bring pacs, or arctics improvised as pacs, in addition to ski boots. Both should be roomy and worn with three pairs of wool socks.
8. Use preventive items, such as chapstick, vaseline and sun goggles.
9. Brush the snow off one another at all times.
10. Put on a fresh, dry pair of wool socks and undergarments before getting into a sleeping bag. Place jackets under sleeping bag when resting.
11. Carry the necessary survival and personal necessity items on all trail trips.
12. Change any wet clothing immediately.
13. Have a place for everything and keep it there.
14. Keep pack light with everything inside.
15. Use a checklist for your equipment to make sure that nothing is left behind.

PRECAUTIONS

1. Be in good physical condition; know your limitations.
2. Always check the ice on the lake, stream or pond before crossing. The last hiker should carry a rope.
3. Loosen binding of snowshoes and skis when crossing a broad piece of water.
4. Review first aid, especially on frostbite, and check your ice rescue techniques. Always check for frostbite.
5. Bring along a small bow saw and an axe.
6. Always split wood to insure burning. Do not use a cold axe as the bit will chip easily.
7. Everything freezes, hardens or becomes cold, so be sure to protect as much as possible, especially those items of wearing apparel which will be affected. Boots should be covered.
8. Practice building a fire in snow. Clear the snow and build a base of logs.
9. Always watch the weather and never climb if a storm threatens.
10. Never have less than three and, if possible, four in your party.
11. Remember signs on your trail or mark them. Snow covers prints quickly.
12. Make an early start; daylight is limited.
13. Do dishes immediately and always keep water in pots on the fire. Do not keep drinking water over night in any container.
14. Keep food protected from animals.
15. Include many proteins in menu.
16. If base camping, gather more wood (hard) than you need for the full time on the first day and shelter it.
17. Never wait until dark to stop hiking and set up camp. Do it at least an hour and a half before sunset.
18. If using skis on a mountain climb, attach an extra strap to your boot from the ski (arlberg strap).
19. If you fall, when using skis, fill in your sitzmark (hole). Break a good ski trail as you go.
20. Heed the cry "track" immediately.
21. Use snowshoes—they are better in thickly-wooded areas and for pulling loads. They take less time to master.
22. Do not hurry on the trail. Keep to the speed of the slowest hiker. Keep several feet apart, especially on skis.

AUTHOR, *a physical education graduate, University State of New York, Cortland, is himself an experienced camper.*

James McConkey

TOBOGGANING is where you build it

DETROIT BUILDS HILLS. It constructs its own topography. Where there is an old dump, the city makes a toboggan slide. Where there is an abandoned reservoir, the city piles up a hill for sledding and skiing.

Detroit's East Side, unfortunately, just wasn't around when they were passing out toboggan slides. Its topography was like the roof of an automobile factory; while youngsters on the West Side had the rolling valley of the Rogue River. For years they had been whizzing down six slick-iced chutes at Rouge Park and two at Redford golf course. East Side youngsters took belly-floppers down driveways.

Three years ago, however, the city's department of parks and recreation moved into the East Side with bulldozers and thousands of cubic yards of dirt. At Warren-Canyon Park alone, nearly two hundred thousand cubic yards were spilled. Then the bulldozers backed and filled, strained and grunted, until there was a lopsided hill, with its long slope extending almost due north.

During one winter season, the hill was allowed to settle. In the spring, tough resilient fescue grass was planted on the forward slope. Giant mechanical clams riprapped huge boulders into the steep rear slope. City foresters completed the stabilizing operation by planting evergreens and sturdy shrubs among the boulders.

In the summer, the department built two toboggan chutes, uphill dragging chutes, stairways and floodlighting. Additional catch basins and sewer connections were provided, as well as a frostproof water supply for icing the chutes.

As the snow began to fly, frame voting booths were set up as temporary shelters. One was equipped as a first-aid station. An old army barracks was trucked over from Rouge Park and the city council hurriedly waived a building regulation so that the frame building could be converted into a comfort station.

East Siders began getting apples in their cheeks as soon as the gates were removed from the bottom of the chutes. Last winter, recreation leaders estimated that some 64,000 boys, girls and grownups used the artificial hill. This winter, the attendance is expected to be even larger.

How did it all begin? Well . . . "We see no reason why Detroit shouldn't have hills," said Department Superintendent John J. Considine. "What nature didn't do for us, we'll do ourselves. We're going to build not just two or three hills—and not just for toboggan slides either—but six or eight or a dozen. It's a continuing program; our only limitation is the amount of fill we can get."

The hill-building program was not the brainchild of any one person. It grew from the combined efforts and thinking of many people within the department. Of course, there may have been more to it than that. There may have been the unconscious or half-realized yearning of thousands of Detroit youngsters who never left the flatland. As Considine puts it: "All youngsters love to climb hills, even if they've never had a chance to try it."

In more ways than one, building toboggan slides is uphill work, and many of the chores fell to William E. Bachman, Detroit's park development coordinator. First, there was the problem of a suitable site. Mr. Bachman scrounged around the East Side until he was certain that the sixty-one acre Warren-Canyon Park, developed only recently from

AUTHOR, *a former newspaperman and city hall reporter, now publicizes Detroit parks and recreation department.*

BEFORE: Bulldozers and thousands of cubic yards of dirt moved into the Warren-Canyon Park began the hill-building and toboggan project. Object — healthful winter recreation.

AFTER: Eastsiders began to get apples in their cheeks. It is estimated that the hill was used during the past year by around 64,000 enthusiastic children and their grownups.

Detroit allocates its toboggan slides. The West Side boys and girls may whiz down six slick-iced chutes at Rouge Park.

swamp land and dump heap, was the best possible location. He needed space for a five-hundred-foot runway, parking facilities and, above all, a site that could serve thousands of youngsters.

Warren-Canyon Park had everything—the space, a three-acre parking lot, and could serve approximately 150,000 East Siders. The parking lot, jam-packed since the slide was built, had been laid out to serve ice-skaters at the park's nearby rink, as well as the football field and baseball diamonds in the summer and fall.

Next came the problem of cost. Building the slide on virgin land would have shot the total expenditure up close to one hundred thousand dollars, according to Mr. Bachman's estimate. The actual cost, excluding the parking lot and other improvements previously made at the park, was about fifteen thousand dollars.

Dirt was free. It was hauled in from construction jobs all over the East Side. Cost of the wooden chutes and staircases was six thousand dollars, and the riprapping contract was five thousand dollars. The latter, incidentally, did not include any expenditure for materials used, since Mr. Bachman had discovered a huge pile of boulders in an abandoned WPA dam project in city-owned Rouge Park.

The floodlighting also was a salvage operation. Eighteen lights and poles were moved to Warren Canyon from the former Dexter-Davison Tennis Club, which had been sold to the city. The cost of adapting and reconditioning this equipment was slightly over two thousand dollars.

Although it was in no sense an engineering feat, the actual construction of the tobogganing hill posed certain other problems. To preserve snowfall as much as possible, the hill had to face almost due north. In addition, the sharp—almost fifty per cent—incline at the rear of the slide had to be strong enough to resist settling and sliding.

As it stands, the mound is twenty-four feet above the surrounding land; the tops of the toboggan chutes are at thirty feet. Two varieties of fescue grass have done well on the sledding slopes which flank the tobogganing incline and a profusion of mountain ash, laurel and hardy evergreens covers the rear slope. Erosion has been negligible. Scenically, the mound blends in admirably with surrounding greenery and just tops the park's double border of elm trees.

At another East Side site, near Mound Road and East Outer Drive, a second artificial tobogganing hill is being constructed as an adjunct to 108-acre Farwell Field. A third hill will be built in Palmer Park, in the northern part of Detroit. The fourth and the fifth—and the other hills that are envisioned simply as "beauty spots on the face of Detroit"—will take shape just as quickly as time and money permit.

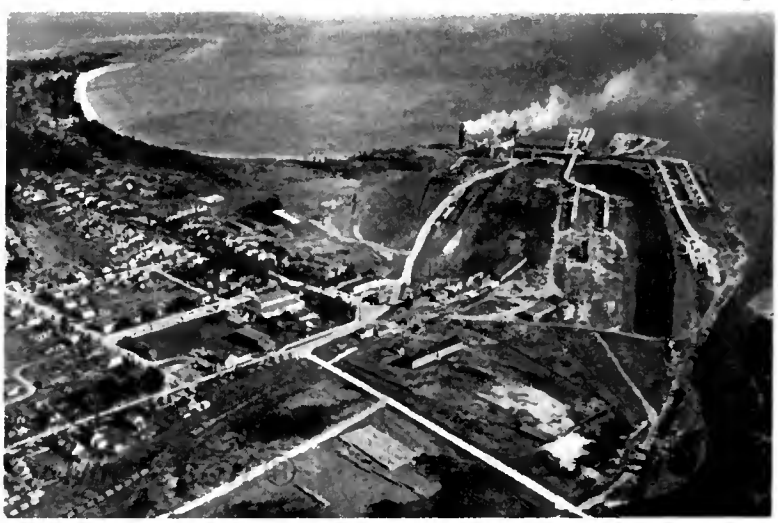
The Sale of a Town

The famous "town for sale" has been bought. The people of Nahma, Michigan, the village which was offered for sale in 1951, are content, for now they are assured of steady employment. The Bay de Noquet Lumber Company which, for the past seventy years, has been the sole industry and owned all the village's physical assets, except the school and the churches, announced the purchase of Nahma by the American Playground Device Company, Anderson, Indiana. The officials of the company do not intend to move their headquarters to Nahma, but to operate both installations.

The purchase includes 4,300 acres of land, a $100,000 community center, several miles of railway, 102 dwellings, docks to accommodate ships with fourteen-foot draught, a seventeen-room hotel, a golf course, an eight-bed hospital, an airfield, a one-chair barbershop, an eighty-bed boarding house and numerous industrial buildings. The extensive Lake Michigan frontage also offers tremendous possibilities for resort development.

It is interesting to note that the expanding sales of playground equipment have made it possible for a relatively small company to gamble on our nation's future to the extent of committing itself to such a venture, and to help the people of Nahma to a continuation of their accustomed economic level.

Air View of Nahma, Michigan



Procedures Among Public
and Non-public Agencies

RECREATION PLANNING

PRINCIPLES AND AGENCY FUNCTIONS

A SURVEY REPORT of recreation in metropolitan Madison, Wisconsin,* contains a number of statements which have wide application and are of unusual significance. They deal with basic objectives and principles and, therefore, merit the attention of all who are concerned with recreation in the community.

The chapter, "Why Do We Need Recreation?," gives an analysis of trends in urban living that affect recreation, and lists the following implications for recreation planning if a better environment is to be created by the constructive forces of the community.

1. Every community should provide *adequate outdoor and indoor areas and facilities* to supplement the needs of families for play space.

2. Every community should strive for the recapturing of a sense of belonging to a *congenial neighborhood*, where mutually-supporting social relationships prevail.

3. Every community should seek to maintain a reasonable balance between opportunity for *passive* and *active* forms of recreation.

4. Organized services and facilities in the community should be concerned about special areas of need where *gross inequalities of recreational opportunity exist.*

5. Both public and private resources should be mobilized to provide ample opportunity for children and adults to have *healthy outdoor experiences in natural surroundings.*

6. Leisure-time services need to be concerned about *controversial issues,* especially as they relate to the well-being and survival of the people. Programs with problem-solving emphasis are not merely appropriate, but essential, if we are to have a responsible adult citizenry.

7. Campaigns in every community should be launched continuously for *education of tastes* and for *development of discrimination* in the use of commercialized diversion.

8. Increasing opportunities need to be afforded for *creative experiences,* not merely in the cultural arts, but in all types of recreation activities.

9. Social group work practices in modern recreation agencies should place greater stress upon *individualization* and development of *personal responsibility* within the framework of the group.

10. All agencies with major recreation facilities and functions should place increased emphasis upon the value of *family-centered fun,* either inside or outside the home.

Two chapters dealing with the services provided by public and by voluntary group recreation agencies point out that one of the strategic problems of coordination of recreation services in the modern community is the cooperative formulation of policies and procedures between and among public and non-public agencies. As a helpful guide to such formulations, suggested lists of the distinctive functions of both types of agencies are presented.

The unique functions of the *public* recreation agency, as outlined, are:

1. Public agencies have responsibility for establishing and administering recreation facilities and services which may be available to *all the people* in the community all the year around.

2. The scope and content of services should be such that they provide the maximum enjoyment to the largest number of people possible at a reasonable cost. Some activities tend to be more expensive per unit than others, but they are frequently justified in terms of meeting varied interests and needs for a better balanced program.

3. The public agency develops administrative procedures which seek to assure a large measure of uniformity and fairness in providing services for all sections of the city. For example, the size and location of supervised playgrounds should be such as to make play opportunities available to children and adults in all sections.

4. The public agency may, within the limits of time,

*A Survey of Recreation in Metropolitan Madison, Wisconsin, prepared by Marvin Rife for the Community Welfare Council of Madison.

money and statute, engage in certain kinds of research and experimentation for the purpose of incorporating improvements in its own services or for suggesting needed services to be initiated under non-public auspices where appropriate.

5. Since public agencies operate within statutory limits, they may not be permitted by law to expand and develop services beyond the powers definitely allocated to them.

6. The public nature of its services limits the public agency in dealing with controversial issues as such in its program, although it may provide a public platform for the balanced study and discussion of such issues.

7. The public agency may make provisions for the use of its facilities by non-public agencies, providing that such use does not unnecessarily duplicate services already being provided by the public agency.

8. Public agencies may properly call upon the resources of voluntary and private agencies in promoting community-wide or neighborhood projects. Joint planning for such projects may be negotiated unilaterally by one or more agencies, or they may become a matter of concern for a central coordinating body, such as a recreation panel of a community council.

9. Community situations, especially the degree of development of various public and non-public agencies, will determine, in large part, the functions to be performed by the public agency at any given time. Although no sharp dividing lines can be drawn to identify precisely the functions which are unerringly characteristic of either the public or non-public agency, certain broad principles should be agreed upon by leaders in each local community as a basis for more detailed planning and coordination.

The *voluntary group* or agency, on the other hand, has the following unique functions:

1. The voluntary group recreation agency offers citizens a wide variety of outlets for the expression of their social consciousness through service and/or financial support in programs which are of pertinent interest to them.

2. The existence of different types of such group recreation agencies in the community provides a broad opportunity for individuals and groups to meet needs and interests for participation.

3. Even in cities where public leisure-time agencies are well-organized, and where a large volume of services is provided, there still is need for the supplementation of public services through voluntary agencies to meet special interests and needs.

4. Traditionally, because of its non-public character, the voluntary agency has assumed the responsibility for experimentation and demonstration of services and techniques which may ultimately lead to public acceptance and support through tax funds.

5. There exists in every community particular special groupings (such as racial, ideological, economic) which need specifically-directed services. The voluntary agency can serve these special groups through flexible small unit groupings and through the "membership" character of its organization.

6. The need for small-group experience and individual guidance in the discovery and development of leisure-time interests is a significant part of the total community recreation picture. Although such a need is met in part through public recreation programs, the voluntary agency continues to find this an important area of supplementation.

7. The voluntary agency is able to provide a permissive atmosphere within comparatively small groups for those individuals who have special needs because of timidity, inadequate skills, emotional instability or lack of proper social contacts and adjustments, for the purpose of helping them to find an understanding of their problems, beneficial association and technically-skilled guidance.

8. The promotion and development of neighborhood or area organization are the particular responsibilities and opportunities for the voluntary agency.

9. The development of voluntary group leadership and committee service is a distinctive responsibility of the voluntary agency, for the perpetuation of democratic planning and participation.

10. The voluntary agency has unique opportunities for research and investigation of the problems of those persons and groups who, for one reason or another, do not seek group activities or other resources for socialization.

Because of the close relationship of the University of Wisconsin to the leisure-time opportunities of the people of Madison, the recreation functions of university organizations also were pointed out. To a considerable degree, these functions are equally applicable to all educational institutions on the secondary school and college levels. Three functions of university organizations which seek to stimulate students and faculty to participate in a variety of leisure-time activities are:

1. University organizations seek to satisfy the desires of clientele for pleasurable diversion from the routine of academic life.

2. University organizations seek deliberately to meet some of the conscious and unconscious needs for physical, emotional and social development.

3. University agencies and organizations provide opportunities for leadership and service in the campus community, especially for the student, in order that he may become better prepared for the responsibilities of adult participation in the wider community.

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Recreation NEWS

Sacramento recently was the scene of Governor Earl Warren's Conference on Problems of the Aging, where a representative group of California citizens met to identify and explore the problems and needs of the older people in the state and to recommend action. Approximately 125 persons participated in the two-day discussions on the general recreation needs of older people, organization and administration of services, membership and participation, facilities, leadership, program content, planning and community relations.

Delegates also had an opportunity to examine a seventy-page pamphlet on "Recreation for Older People in California," reportedly the first of its type on this subject. An illustrated guide for public recreation departments and private agencies which operate specialized programs for older people, it contains facts about our aging population, procedures for organizing a program and a detailed description of seventeen agency programs now in operation in California communities. Reference to centers operating older people's programs in other parts of the nation has been included in the selected bibliography. The publication may be obtained from the office of the State Printer, Documents Section, Sacramento, at fifty cents per copy, plus two cents tax for California addresses.

Citation

The New York City Public School System recently was cited by the American Academy of Physical Education for its "far-sighted policy in promoting community recreation services and leisure-time education for a program accepted by the community, the board of education, teachers and school administrators."

Personnel Change

Pierce V. Gahan, city recreation director of St. Petersburg, Florida, recently was retired after twenty-seven years of service, because of a needed cut in the city's budget. He is succeeded by his assistant, Jack S. Puryear, whose own position was abolished because of the $4,800 cut in funds for the coming fiscal year. The slash followed orders by city council for City Manager Ross E. Windom to cut one mill from the tax levy.

In announcing the retirement of Mr. Gahan, Windom said: "Mr. Gahan has done an excellent job in the past and brought national publicity to St. Petersburg, but he is now sixty-six and able to retire on pension.

"I felt that since he can retire on pension, the abolishment of his position would not work an undue hardship upon him and Puryear has been grooming for the position for years."

Mr. Gahan was recreation director since he first came to St. Petersburg in 1924. He launched a program to include recreation for both young and old in the community. In fact, the record states that his position was not created, but was the demand of the citizens for centralized administration of recreation. In May, he was presented with a citation by the Florida Recreation Association, naming him "Dean of Recreation" and lauding his forty-two years of "faithful service in furthering the pursuit of happiness."

Jack Puryear was appointed assistant recreation director in February 1946. For about two years, he was in full charge of youth activities.

Official Softball Rules

Official softball rules for 1952 underwent the following major changes at the annual meeting of the International Joint Rules Committee on Softball in Detroit, Michigan.

Of particular importance to women and girls was the change in pitching distance from thirty-five to thirty-eight feet. For male pitchers and umpires, the strike zone will be "that space over home plate which is between the batter's armpits and the top of the knees, when the batter assumes his natural stance." The pitcher is not permitted to make more than one revolution of the arm in the so-called "windmill" pitch.

In 1952, a bunt will be considered "a batted ball." The infield fly rule will be in effect for any fly that can reasonably be handled by an infielder.

A new section—Rule 21—will be added, pertaining to when the batsman is out. It will read: "If, after striking or bunting the ball, he intentionally strikes the ball a second time, strikes it with a thrown bat or deflects its course in any manner while running to first base, the ball is dead and no runners may advance. If the runner drops his bat, the ball rolls against the bat and, in the umpire's judgment, there was no intention to interfere with the course of the ball, the ball is alive and in play."

If a bat completely complies with official specifications, it need not be marked "Official Softball Bat."

The following officers were elected to the International Joint Rules Committee for 1952: chairman, C. E. Brewer, New York City; vice-chairman, James Lang, San Francisco, California; secretary-treasurer, A. T. Noren, Melrose, Massachusetts; rules interpreter, H. G. Johnson, Detroit, Michigan. Miss Louella Daetwiler will represent the National Committee on Women's Athletics.

Laurel Wreath Winner

Outstanding work and tireless efforts in behalf of healthful recreation for Vallejo's children and adults have won State Senator Luther E. Gibson the Greater Vallejo Recreation District's first Annual Laurel Wreath 1950-1951 Award. Owner and publisher of the Vallejo *News-Chronicle* and the *Times-Herald*, Senator Gibson received a bronze plaque and a commendation, stating, in part: "Since the policy of a newspaper can be traced to the heart of its owner, that policy, in turn, shows its effects upon the staff . . .

"Also, because of a most cooperative group of editors, reporters and photographers, we have received the most outstanding news coverage in the United States for any city of comparable size . . . "

Something Out of

Can you imagine an empty oatmeal box dubbing for a pocketbook, a wagon-load of old newspapers shaped to form a life-size giraffe, or one of daddy's worn-out socks made into a cuddly doll? Believe it or not, it can be done—and with little or nothing. These articles, and many more seemingly useless objects, can be used as arts and crafts material. Just ask the children and adults who participate in the free arts and crafts classes sponsored by the City Division of Recreation in Louisville, Kentucky.

Every summer, the recreation leaders manage to open the summer playground season by promoting scavenger hunts. The kiddies search the neighborhoods near the parks and playgrounds for scrap materials of any kind. They literally "clean-up" the neighbors' cluttered garages, basements and attics of old mop handles, fruit crates, license plates and sucker sticks from which doll houses, jewelry, pocketbooks and the like are later made. Basic supplies used in the construction of crafts articles are donated by the recreation division and then supplemented with objects acquired by the children on these scavenger hunts.

A fairly new project which has received much enthusiastic response, not only from the younger children—ages nine to eleven—but from teen-agers as well, is pastepot pictures. These require scrap material and construction paper. Various textured materials, such as silk, wool and cotton, are desirable. Mrs. Geraldine Owens, supervisor at Baxter Recreation Center, states that the children choose their own design and work "for hours and hours." The project allows each youngster to express himself freely in design. For instance, one child might select brown corduroy for a tree trunk, while another might prefer a surrealistic polka dot. Because of the originality and constructiveness of the pastepot project, children at Baxter Recreation Center were asked to display their art work at one of the Louisville theatres.

The making of dolls always has been favored by little girls, but every now and then you'll find a boy busily working upon a clown or marionette. Most popular are the sock dolls, possibly because they are so easy to create.

For a sock doll, use any color sock; slit its top for the legs and sew into two long tubes; then stuff with cotton or scrap material. (Stuffing is usually salvaged from shoulder padding in Mother's old dresses.) Tie a string around the hole in the heel to keep the stuffing in, another around the stuffed form to make a neck and a third for the waist. The face usually is painted on or sewed on in yarn, felt or embroidery floss of a contrasting color.

The making of dolls of paper plates, building and crepe paper also forms an amusing pastime. Two plates are sewed or glued together at the rims and attached to a similar set of plates, possibly of different size, to form the doll's head and body. Arms are made from rolls of paper or strips of cardboard.

Catstair dolls are more unusual, and are made from construction paper, old ice-cream or food-container cartons and crepe paper. The doll's body is made of the carton, covered with construction paper. Arms and legs are made of contrasting strips of the paper, folded to give an accordion-like appearance. "Youngsters love this kind of doll because it can easily be made to dance," reports one arts and crafts supervisor.

Over two hundred handmade dolls were entered in the Kosiar Crippled Children's Hospital Picnic-City Division of Recreation Hobby Show this past summer by children on the city's forty-nine playgrounds. Hopalong Cassidy bicycles were awarded the winners.

MRS. CAREY *serves in Louisville, Kentucky, as the public relations supervisor of the City Division of Recreation.*

Pastepot Mexican scene, mounted on construction paper—green Indianhead grass, blue chambray as mountain backdrop, green and white paisley foliage on a brown corduroy tree trunk. Characters are of colorful prints, broadcloth, and rayon cord.

Patt Carey

Clothing

Another project, entirely made from scrap cardboard and wood, features fans made by teen-age members of the La Conga Club at Baxter Recreation Center. Construction material consists of medium-weight poster board and a handle formed from a flat stick which is stapled to the board on both sides. Tongue depressors are inexpensive and also can be used. Sometimes they will be donated to recreation groups when the purpose for which they will be used is made known. A design is then painted upon the poster board fan with showcard paint—the gayer, the better! Large flower prints make particularly pleasing decorations.

The activity is particularly good for a summer playground project, as most people are happy to own fans during the hot summer months. In fact, club members presented some of their fans to a golden-age group of men and women over sixty.

An all-time favorite with kiddies is the life-size papier-maché animals which serve as playground mascots. Alligators, lions and giraffes are made from old newspapers, scrap wood, string and wallpaper paste. Parkhill Playground created an entire circus, mounted upon wooden blocks. The Stephen Foster Playground completed a zoo, and Clifton Playground planned an elaborate Noah's Ark. Some of the small papier-maché animals can be fashioned by individuals, while others are put together as part of a children's group project.

One recreation leader says of working with papier-maché: "The simple act of dipping strips of paper into wallpaper paste and doing something creative have really helped solve my discipline problems."

All of these handcrafts, and many more, represent a summer's work on Louisville playgrounds. The annual arts and crafts show, in which all of these articles are on public exhibition, winds up the playground season.

Accordion-like arms and legs enable this little oatmeal box Indian to perform a real war dance.

ABOVE: First in Mascot Division, city arts and crafts show. A tiger by James Bond Playground.

In search for scrap materials of all kinds, the children "clean up" the neighbors' cluttered attics, garages and basements. Also, scavenger hunts promoted on summer playgrounds are a source of additional supplies, as well as fun.

LEFT: These boys and girls have every reason to be proud of their creations and happily display them whenever they are given the opportunity.

Dr. George E. Gardner

Recreation's Part in Mental Health*

EVEN THOUGH WE cannot demonstrate a *direct* relationship between recreation and mental health, we have a very strong feeling that there is some relationship of an indirect nature; and that, though admittedly indirect, recreation does exert its influence upon our total adjustment and over-all efficiency and happiness.

This feeling of ours concerning the importance of play and recreation in our lives is based upon our concept of the healthy personality and the conditions necessary to establish one in the young child. For example, we state that the one fundamental and basic requirement in the family situation of the young child is a condition of stability and seeming permanence, which will establish within him a sense of security. It is a condition of security wherein the child is loved and wanted and responds with such a feeling.

This condition of security we consider basic in the growing child. But we do not consider it the only ingredient of the healthy personality, either in childhood or in adulthood. We note that it is not enough just to keep alive and that it is not enough just to spend every last bit of energy to ensure one's basic security. We recognize—and generations of people before us in all lands have recognized it too—that over and above the vitality to be expended to ensure security there is, or should be, a surplus vitality that enables one to engage in other relationships and in other activities beyond those related to the sustenance of self. There are certain aspects of growth and development, certain potentialities of expression, which have little security value but tremendous value in the individual's drive for total self-realization. Hence our feelings of security and freedom from fears must be regarded as a means to other ends involving *self*-expression—that is, we seek security as a condition for further growth and development as creatively *social*, not economic, beings.

By the same token, if we do have—under all but very extraordinary conditions of economic hardship—this expendable surplus vitality, we must have acceptable avenues for the expression of it; and these avenues, at their best, will allow for both creation by, and re-creation of, the individual.

This leads us immediately into a consideration of the nature and value of play and recreation as they are viewed by the mental hygienist. We are aware that many theories have been advanced throughout the ages, from Aristotle and Quintilian down through and to Herbart, Gross, Johnson and G. Stanley Hall, to explain play and recreation. But none of these theories have been totally satisfactory, either because they did not explain why the individual plays in the first place—that is, why he plays or recreates at all—or why he plays as he does; that is, there was not an associated satisfactory explanation of the *choices* of expressions in the play activity.

The psychiatrist or the social scientists contributing to the mental hygiene field cannot, of course, answer the question as to the nature of play and recreation, which is basic to the profession of recreation leadership. But, in our fields, we do have a very genuine interest in this, and have evolved a working hypothesis as regards play and recreation that enables us to recognize their great value in sustaining the individual's mental health.

We, in child psychiatry, regard play as a very effective and mentally-healthy compromise response. It is the best compromise that can be attained between the driving power of the unconscious instinctual forces of man (aggressive and sexual) and the demands by society that such instinctual expressions be repressed. You will note that we do not feel, as did many of the play theorists at the turn of the century, that play is a separate and distinct instinct of man, but, rather, that there are instinctual ingredients or segments in all play activity and that their release in these socially-acceptable ways is highly beneficial. Hence play becomes important both to the individual participating and to those of you who are interested in planning play and recreational programs, because of its powers and potentialities for both expression and repression of certain innate tendencies which are destined to come to the surface through the use of that energy or vitality not entirely bound to economic activities. The individual, without guidance, may select a recreation activity that will give him the proper mentally-healthy balance between the need to express and the need to repress; but expert recreation workers, with planned and diversified programs, might conceivably offer the individual a better choice or range of selection.

Before leaving this aspect of our problem—the mental hygienist's interpretation of the nature of play—I

*An address presented at the National Recreation Association Congress, Boston, Massachusetts, October 4, 1951.

think that I should emphasize one aspect of this activity that is usually overlooked, or at least undervalued and minimized as to its importance. This is the value of the repressive features in play and recreational activity. It is more in keeping with the times to place an extremely high value upon what play and recreation allow one to express (of an instinctual nature), but equally important to us in the mental hygiene field are those factors in the play activity—the setup, the rules, the regulations, the requirements and so on—which prevent the individual from giving too free an expression of innate drives, let us say, of his aggression and hostility. Such expression, if not nicely balanced by repressive features in the recreation activity, would lead to feelings of guilt and need for punishment—and such are not conducive to mental health and adjustment. In this connection, too, it is well to add that the symbolic significance of play, and the tacit agreement on all sides that this activity is removed from how we actually feel toward one another, allow the fullest possible expression of this expression-repression balance. The recreation activity is "a reasonable facsimile" of our activities or relationships with other people, but it is not identical. This is about as far as the hygienist can go.

There are three other areas in which the psychiatrist and the recreation expert have a common interest: (1) the therapeutic aspects of play and recreation; (2) mental health principles in relation to the player; and (3) mental health principles relating to leaders in recreation.

As to the therapeutic values in play and recreation, I cite briefly the general experiences with play therapy with children. As you know, in play therapy, having set the stage with toys and equipment of all sorts or for a particular age group, we allow the child the widest sort of freedom in his choice of play material and the time he shall spend at it. The child will tend to use those materials—dolls, for example—which more easily symbolize his problems, fears and areas of anxiety; and his activity with these materials, hostile or loving, will be indicative of his feelings. The outstanding feature of the play usually is his endless replaying of the same activity in precisely the same manner. There is no great deviation in pattern, and he never seems to tire of it. However, even though it is the usual procedure with such children to interpret to them what they seem to be doing and what they seem to be trying to say about their life's difficulties, even if such interpretations are not made, the child is benefited merely by the expression of his feelings in a controlled, friendly setting. There is a "release" from tension, we say, and this method of approach in play therapy is designated as "release therapy."

Now if this type of expression in play and recreation is such as to afford relief from tension in the emotionally-disturbed youngster, presumably it has a like effect upon normal children and adults; but, even more important, such release from tension should be beneficial in a preventative, as well as in a curative or therapeutic, sense. This "tension" of which we speak, and which we would release, is, I assume, the tension created by unexpressed or directly unexpressable impulses of an instinctual nature, particularly those which are aggressive in nature and destructive in intent.

Presumably, of course, there are more values in such a complex activity as that which we term "recreational" than merely in "release from tension"; but it is this release, in the expressive-repressive act of play, that seems to the mental hygienist to be very significant.

In the second place, then, what are some of the mental health principles that one would, or could, outline for the prospective player—the person about to follow a program of recreation? The great diversity of needs of different individuals so apparent to us, plus the admixtures and subtleties relative to the correct expression of these needs, act to caution me in my attempt to program a recreational life that would be in the best interest of every individual's mental health. It seems to me that we should encourage the greatest amount of individual choice; and this would be my first advice to the recreating individual and also to those who make recreation programs possible for others. Whether the recreation chosen is bee-keeping or mountain climbing, it is chosen by a particular person because this type of recreation for him embodies all the avenues for subtle expression of instinctual needs which are necessary for him at that period in his life; and, at the same time, the activity is such that it denies expressions which will make for internal emotional conflicts. Fortunately, there is a wide enough choice of recreational pursuits in most areas of this country to enable individual needs to be satisfied.

In respect to the choice of recreational pursuit, it is well for the individual to realize that his choices are bound to vary in different periods of his life. This is so because his needs will vary with his age, his choice of occupation and success in it, his changed relationships with other people—notably those relationships within the family group. Today's hobby may be tomorrow's headache, and one must not feel guilty when changes in recreational preference occur.

Again, I feel that the recreation that best serves the interests of the mental health of man is that which really involves the "creation" of something. I say, I "feel" that this is so, but perhaps it is merely that all of us put an extremely high value upon activity for production and an equally low value upon activity undertaken for its own sake. It is a part of our Puritan tradition to decry noncreative endeavors. Participation in such perhaps makes us feel guilty and sinful.

But setting aside this possibility of bias for a moment, I think that we have good and sufficient reason to urge that our recreation be creative, as the best insurance that it will be re-creative of ourselves as individuals. Very few people, at the present time, with our large industries, diversified and segmentalized work activities, ever have the opportunity of creating a finished product. The impulses in most people to create, to build, to make grow, to nurture a planned object through all the phases of development—these impulses, all of which are so closely allied with fundamental biological impulses, just do not get enough expres-

sion. Therefore, it is reasonable to suppose that any program of recreation that offers and encourages this type of response—the really creative response—would, by and large, serve the mental health needs of men.

Finally, then, what are the mental health implications of these theories and observations as far as the recreation leaders are concerned?

First of all, it is implied that recreational choice must be self-propelled and self-motivated if it is to have any mental health value at all for the individual participant. The recreation leader offers the best possible set of circumstances for certain recreation interests to go forward and he offers —or does his best to have the community offer and sponsor—the widest possible choices of recreation activities to be given under his direction and guidance.

Now, even though we have emphasized the value of freedom of choice for individual expression in recreation, it does not mean that the recreation leader plays the passive role of the overseer. By training, he should be equipped to sense the needs of certain groups for certain types of expression and vary his program, group and individual, in relation to these needs. To be sure, he is, in addition, a protector and overseer, and rightly so, because the expression of instinctual drives in play and recreation does need control and regulation and continual modification of expression, primarily in the interest of the whole group and secondarily in the interest of giving added control to the unconscious impulses of each of the individual participants.

In the third place, I need not tell you that, in many instances, expert guidance and direction are needed to enable the individual to arrive at the proper choices. Creative urges which involve the use of building material, for example, can be satisfied in hundreds of ways, only six or seven of which may be known to the person wishing and needing such expression. This is the guidance and educational role that I would consider of topmost importance in the leader's list of duties, whether he is dealing with groups or individuals, with children or adults.

In the fourth place, with the proper mental hygiene orientation, the recreation leader could do much to further the adjustment of people in his care. A sincere endeavor to discover just what are the child's or adult's needs, an attempt to determine what are the assets and liabilities of the individual in his interpersonal relationships, and thoughtful planning to care for these needs and deficiencies in some small measure in the rather limited time allowed him—these are the roles which the mental hygienist would envisage for the leader in recreation today. This, I presume, we would consider his preventive role.

In addition, the recreation leader, particularly one who works in the children's area, often can, and does, detect the early signs of emotional maladjustment in youngsters and can see to it that they are referred to the proper child guidance mental hygiene clinic personnel for intensive work. Extremely aggressive youngsters, extremely withdrawn, passive or shy children, or those who appear moody and depressed many times cannot be adapted to their programs, nor can the programs be adapted to them. They need individual help and, although we have no intention of trying to make a psychiatrist of our leader, it is possible for him to appreciate the signs of emotional difficulty in his group members.

In the same way, cooperative treatment programs between the clinic and recreation center are possible, and the individual work of the therapist receives valuable help and clarification through the observations of the recreation leader of the child's activities within the group while therapy is going on. This type of cooperative group-individual therapy has proved to be very helpful and practical in work with adolescent delinquent boys.

To summarize: I have given you some of the thoughts of the psychiatrist in respect to the nature of play and recreation, its usefulness in the interests of the individual's mental health and the possible mental hygiene role of the recreation leader.

In the last analysis, it is the horizons and the inherent possibilities for creative work in one's job which make that job worthwhile. And the creative satisfactions in the recreation leader's job can well arise from the fact that he is nurturing, guiding and developing the expressions of other people which, more often than not, will be the only truly creative expressions which they will ever have. Such possibilities, to help people, should make your work all the more meaningful and ever so much more significant.

Two With Japanese Flavor

Japanese Arts and Crafts Tour

Plans are under way for an exhibit of Japanese arts and crafts materials in American cities throughout the country.

Now the citizens of Japan are viewing the results of American work while the Japanese exhibit, first displayed at the 1951 National Recreation Congress in Boston, has been prepared for an American tour by John Mahan, Supervisor, Arts and Crafts Center, Board of Park Commissioners, Wichita.

If you would like to have your community included in the arts and crafts exhibit itinerary, please write immediately to Mr. T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York, specifying preferred dates. A special catalog is available in quantities at ten cents a copy. Local sponsors of the exhibit will be asked to be responsible for express charges from the previous exhibit point.

Special Service Openings

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area. Some may be sent to Korea, but only those who volunteer for this specific location. Applicants must be twenty-four to forty years of age, single, in good health, interested in arts and crafts, music, drama or social recreation, and with varying experience for the different positions.

Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association.

Games for Roughnecks

Charles W. Bowser

Too many people are quick to label as "bad" the youngsters who seem unable to participate in normal recreational activities without fighting. These "bad kids" are sometimes called anti-social, which is entirely false and thoroughly unjust.

There is nothing bad about a rough youngster. He just is not able to satisfy his aggressive impulse in regular games. I have found that the so-called "roughneck" has as much social consciousness as any other child, when allowed to participate in games which suit his aggressive temperament.

Not long ago, I was employed by the Mary Wharton Settlement House as recreation director. This is located in North Philadelphia, in a neighborhood consisting largely of families in the low income group. At the time of my employment, our settlement house was one of the few places offering recreation to the children of the neighborhood.

My classes, which were held in our small gymnasium, were crowded with some of the wildest boys—from twelve to fifteen—whom you could possibly gather in one place. At first it was almost impossible to organize any recreational activities, for they were not interested in any of the conventional games. Then I hit upon the idea of teaching rougher games, and interest grew. Such games as "Brute Basketball," "Pom Pom Pull-Away" and "Capture the Flag" went over with a bang.

"Brute Basketball" is played on a regulation basketball court and resembles the official game, except that the number of players is unlimited. Although there are only five players from each team on the court at a time, the remaining members line the sides from one end of the court to the other. The players on the court may run three steps with the ball, then must either pass the ball to another teammate on the court or to one of their teammates on the sidelines.

The players on the sidelines may not run with the ball. They only can pass it on to another player on the sidelines or to a teammate on the court. The opposing team may take the ball in any reasonably rough way (no mayhem, of course!) from opponents on the court, but cannot attempt to take the ball from the players on the sideline. However, a member of the opposing team may intercept a pass from a player on the sideline to his teammate on the court. A point is scored when one of the players on the court makes a basket. Any attempt by a player on the sideline to make a basket will result in his team losing possession of the ball. Each player gets a chance to play on the court and on the sidelines.

At first, the boys never passed the ball, but piled on whoever had it, in a great wrestling and tugging free-for-all. However, they finally realized that it was foolish to fight and tug for the ball when all they had to do when attacked was to pass it to a teammate. Soon the wrestling and tugging were almost absent from the game; and, the more they played, the more effectively they worked together.

"Pom Pom Pull-Away" was easy for the boys to learn because it is simple and rough. They are divided into two teams, the "line team" and the "charging team." The line team stands facing the charging team on a line halfway between any two points. The charging team is organized on one of the two points, facing the line team.

On the command, "Pom Pom Pull-Away," the charging team charges at the line team. The object of the line team is to stop as many members of the charging team as possible from getting across the line. They may do this by wrestling their opponents and holding them on the line until the command, "Halt!," is given.

On the other hand, the charging team may capture members of the line team by carrying them off the line and holding them until "Halt!" is commanded. Players on the charging team who cross the line safely must charge back across the line again. The captives must join the team that captured them, and the game continues until one team consumes the other or greatly outnumbers it.

As they played the game, the boys seemed to become more and more mindful of their teammates' welfare. At first, it was each individual striving to cross the line himself, but they soon came to realize that in order to win, they must help the others to get across, especially the smaller boys. This feeling did not end with the games, but carried over into other activities. In some cases, boys who, in the beginning, were first to take advantage of smaller boys, became the first to lend them a helping hand.

"Capture the Flag," more than any of the other games, gave the boys the responsibility of carrying out a plan. In this activity, flags are placed at a maximum distance of one hundred yards, but this distance may vary ac-

Author *is a senior at Temple University; has cooperated as a coach with Philadelphia Crime Prevention Bureau.*

cording to the space available. It is the object of each team to protect its flag and, at the same time, to capture the flag of the opponent.

Naturally, every boy wanted to be the hero and capture the opponent's flag. However, they soon learned that if everyone tried to capture the opponent's flag, no one would be left to protect his own flag. Moreover, when everyone tries to capture the enemy's flag, it leads to a great deal of chaos and wrangling.

It was not long before they began to form plans of attack and defense in what resembled football huddles. The game soon took a definite pattern. Instead of everyone going on the attack, some stayed behind to defend the flag. The others proceeded to capture the opponent's flag, not by individual effort, but by blocking opponents and making it possible for one boy to do the capturing.

These games are rough, often causing bumps and bruises. But they are designed for rough youngsters who probably would get the same bumps and bruises in a wild free-for-all, with no ultimate cause or effect.

These games can, however, teach the lessons of sound recreation. They develop powers of reasoning, build physically, challenge the creative ability of a boy, promote his confidence in himself and his fellows and encourage the team spirit. They prove to the boy that little is accomplished by force alone, and that cooperation with others is essential to progress. With this knowledge, he soon loses the traits which make him a roughneck.

TRENDS

The Delinquency Picture

The Juvenile Court statistics, 1946-1949, released in 1951 by the Children's Bureau, Federal Security Agency, state that, in 1949, for the first time since the end of the war, juvenile court delinquency cases reversed their downward trend and increased by four per cent over the previous year. The increase was greater for unofficial cases than for official cases and greater in the smaller courts than in the larger courts.

Official cases are those placed on the official court's calendar for adjudication. . . . Unofficial cases are those which can readily be adjusted by the judge, referee, probation officer or other officer of the court without formal hearing.

A total of 70,616 juvenile delinquency cases disposed of during 1949 were reported by 413 courts located in twenty-two states. Forty courts were large courts—serving areas with populations of one hundred thousand or more. Since a child may appear before the court two or more times during the year, the number of cases reported is larger than the number of different children involved. Most of the 413 courts reported these data, and it was found that the number of delinquency cases was sixteen per cent higher than the number of children involved.

From these data, it is estimated that almost three hundred thousand children, or about twelve in every one thousand, between the ages of seven and seventeen, came to the attention of juvenile courts in 1949 because of delinquency. Over half (fifty-eight per cent) of the delinquency cases reported by the 413 courts were handled unofficially.

The median age of the children involved in delinquency cases in the 413 courts was about fifteen and a half years. Boys' cases outnumbered girls' cases in the ratio of four to one. This ratio varied in courts in different states. In general, one reason for the greater number of boys' cases may be our cultural patterns, permitting more freedom to boys so that they are more likely to be picked up by police for infractions of the law. Boys are more outwardly aggressive than girls and this aggressiveness sometimes results in overt delinquent acts. Also, boys tend more to associate in gangs, and delinquent behavior often stems from misdirected gang activities.

Parks

The officers and board of directors of the American Planning and Civic Association, at its 1951 annual meeting, passed the following resolution:

"The board continues to hammer home its belief that land once dedicated to parks in cities and counties should be protected from uses unrelated to recognized park services; it deplores the use of park sites for public buildings, private development or automobile parking in order to effect fancied economies, when frequently the sacrifice of park values would be much greater than the cost of suitable parking and public building sites.

"The board continues to oppose the use of city, county, state and national parkways, established for pleasure travel, for commercial traffic."

* * *

The following was written by President Joseph Carson of the Fairmount Park Commission, Philadelphia, and appeared in the commission's eighty-third annual report (1950):

"Efforts are constantly being made to encroach upon the parks for this or that governmental purpose. These are laudable enough in themselves, but to yield to them is to curtail the open spaces which an expanding city must have to be worthy of the name of a modern city. The matter has been constantly alluded to in these reports in past years and need not be elaborated again. The commission would beg the council to repel such endeavors, for lands taken for uses other than recreational purposes can never be recaptured. Such a policy of preserving what the city now has and the acquiring of new open spaces must appeal to anyone who wishes Philadelphia to be a better and open city and not a stifled and confined one. The greatest and single asset the citizens possess are the four thousand acres of Fairmount Park, which excite envy and comparison. But no comparison may be made, for none exists."

"A recreation department sets a pattern for emergency action . . ."

David J. DuBois

Floods Come to Kansas

Recreation in Crisis

THE LAST SHOT of the United States State Department's motion picture had just been completed, in Manhattan, Kansas. The working crew placed the last bit of the educational film neatly into its containers and prepared to depart as quickly as possible. Soon the people of this modest American city would be moving across the movie screens of Germany, Belgium, France and other European countries. In their own way, these residents of the Middlewest would be telling the world how their community achieved a democratic recreation program through the full cooperation of all of its citizens.

As the director and his crew boarded the train for their next assignment, the civic leaders of Manhattan were on hand. There was hand-shaking all around. It had been a pleasant and novel experience to be actors in a real movie. Reflected in their faces was pride in themselves and their community.

The story of democracy at work in this city of nineteen thousand was a powerful one. It had been well told. All that remained to be done were the editing and the translating into the languages of the thirty countries where the film would soon be shown.

In the days that followed, Manhattan settled down to its usual friendly routine. The recreation program, which a few weeks before had been the center of attraction because of its selection for international acclaim, was busily concerned with its summer activities program. Playgrounds, baseball leagues, hobby clubs—the whole range of leisure-time activities for all ages—were going at full speed.

But even as the train with the film staff moved off into the distance, the clouds of catastrophe were gathering. During the next few days, the destructive forces of nature brought closer and closer the flood waters which would soon bring disaster and turn the city into a mass of wreckage.

The part that the organized community recreation program played in alleviating this catastrophe will not, of course, be seen in the State Department film. But indelibly stamped in the minds of the people of Manhattan is the knowledge that community recreation is a solid part of community living, both in normal times and in crisis. For Manhattan suddenly was in real difficulty.

Waters flowed five feet deep through the streets, overran a large part of the residential section and routed hundreds of people from their homes. Drying out was an expensive process.

The twisting, churning Big Blue and Kansas Rivers had reached a crescendo, and the raging waters bore down upon the town. They poured five feet deep through the main street, overran much of the residential section and swiftly routed hundreds of people from their homes. The whole complex structure of living was thrown into a jumbled mass of confusion. To a few, the ugly water brought death. To many, it meant a loss of property and personal possessions. For everyone, it left a wake of worry, work and waste.

Under the direction of the American Red Cross, a mass care center was established immediately on the campus of Kansas State College. During the days which followed, one out of every ten residents of Manhattan would be living in the shelters of the college gymnasium, the stadium, the field house and the hospital.

The morning after the flood started, Superintendent of Recreation Frank J. Anneberg made his way up to the flood headquarters at Kansas State College. There, in the temporary offices of the mayor and city manager, he pro-

MR. DUBOIS *is a member of NRA research department.*

LEFT: It was a heartwarming sight to see several hundred people square dancing, proving to the world that although they might be down, they were not out.

RIGHT: The whole complex structure of living was disrupted and thrown into a jungle of confusion. All of the citizens of Manhattan cooperated to restore order.

posed a plan to continue the recreation services of his department. What recreation could do would be to affirm that living in Manhattan, Kansas, USA, even in times of great emergency, meant more than the basic animal functions of eating, sleeping and working. For the children, it would be a positive declaration that their world of play was one that really concerned adults.

Anneberg acted fast. He conferred with the acting president of the college and then set up his office in the college auditorium. By radio, he got in touch with his thirty-seven part and full-time recreation specialists and directed them to report to him immediately. He broadcast an appeal to the citizens of Manhattan for entertainers, play leaders, storytellers, square dance callers and motion picture projectionists, to report to him as soon as possible. By shortwave radio, a call went out to a motion picture supply house in Wichita, 150 miles away, asking for a week's supply of entertaining film to be sent immediately by Civil Air Patrol to the municipal golf course clubhouse. Arrangements were made with the chairman of the college summer recreation curriculum to use summer students for leadership positions. At Anneberg's request, the college opened its museum and library for the use of all. With these tools available, the recreation department put on a morale-building program that is a tribute to the people of Manhattan, as well as to the leadership of Frank Anneberg.

On the lawn in front of the gymnasium, on the practice football field near the stadium and in the open area of the college field house, playgrounds operated from early morning to late in the evening seven days a week. Intended at first as centers to keep the children busy and out of the way, the recreation leaders quickly realized that the adults, too, were anxious to participate. Storytelling, handcrafts, active and quiet games made everyone forget, for the moment, the terrible disaster of which they were a part.

Daily movies were shown in the college auditorium. Soft classical music was played after the movies until supper. Public address systems piped music to all of the mass care areas from time to time during the day.

Within three hours after the first call for volunteers was broadcast over the radio, a complete amateur talent show was organized for immediate performances. A three-act play and an operetta, which were in the rehearsal stage at the time of the flood, were presented as rehearsal productions, with the audience treated to the unusual sight of having the director stop the performance from time to time to offer suggestions and comments.

Thousands of comic books, toys and game equipment were gathered from all possible sources. Horseshoe, volleyball and tennis equipment were moved into the area and leadership provided to stimulate and guide activities. Band concerts, square dancing and social dancing were among the special events planned and carried forth under the guidance of the Manhattan recreation department.

For the two thousand people jammed into the mass care centers, all of these recreation activities were a respite from worry and from the monotonous warnings of radio and loudspeaker: "Report for breakfast in the cafeteria. . . ." "Get in line for your typhoid shots. . . ." "Remember to boil all drinking water. . . ."

It was a heartwarming sight to see several hundred people square dancing on the college tennis courts the day after they had been forced to leave their homes. Of course shock and fatigue were in evidence. There was that numb feeling resulting from the loss of possessions which had been accumulated over the years. But these Manhattanites gathered their remaining strength and entered wholeheartedly into the rhythm of the dance. They were proving to themselves and to the world that, although they might be down, they certainly were not out.

Gradually, the waters settled back into the regular channels of the rivers. The people left their temporary campus shelters and returned to dig out and salvage what remained of their homes and their personal possessions; and, as life settled back to near normal, the community

recreation program returned to the parks, the playgrounds and the indoor centers.

In the files of the Manhattan recreation department are a number of letters which speak for the people who benefited from this emergency program. The Governor of Kansas, Edward F. Arn, sent his personal commendation for "the time and effort spent in keeping up the morale of our citizens struck by the recent floods."

Harvey T. Nickel, executive director of the Riley County Chapter of the American Red Cross, spoke for all of the citizens when he wrote: "Manhattan has had a community recreation program that has well supplied our boys and girls and older people with suitable activities at all times. At no time was this program more appreciated than during our recent flood disaster. We, in Red Cross, greatly appreciated this cooperation because it tended to relieve the stress and strain of emotions within the shelters. After the first day, the people began to fret and children became restless with nothing to do. The recreation program provided the very necessary entertainment and activity to cope with the situation."

The story of Manhattan is especially impressive. Here was an outstanding recreation program suddenly face to face with a disaster condition. Its total resources were needed to cope with the problem. Other communities which suffered less know what their own recreation departments had to do to help the homeless adjust to the stark reality of the catastrophe. All those affected had to go into quick action.

In Kansas City, Kansas, the day after the flood hit, playground leaders were assigned to each of the six refugee centers which had been established in schools. An extensive play program for the children, crafts for the women and movies every evening were continued as long as the evacuation centers were in operation.

Across the river, its sister city, Kansas City, Missouri, also arranged for the shelter of hundreds of homeless. Here, too, the recreation department staffed emergency evacuation centers and provided a continuing program of activities for all age groups. Grateful parents went about the job of rehabilitation with the knowledge that their children were happy and secure under the guidance of professional recreation leaders.

In Salina, Kansas, where several schools and the Memorial Hall became evacuation centers, the staff of the recreation department was on hand before the evacuees began to move in. Crayons, comic books, coloring books and simple toys were distributed to the children as they arrived with their families. In the midst of adult confusions and worry, the youngsters immediately began to occupy themselves with play activities.

Recreation has come to be so closely identified with the American way of life that its presence or absence in a time of disaster or emergency may mean the difference between getting cooperative action fully supported by everyone or being faced with panicky uncertainty and uncoordinated muddling through.

The experience of these communities, and the way in which they coped with the emergency, may provide something of a pattern for the more than seven hundred full-time, tax-supported community recreation departments and the hundreds of part-time programs in cities and towns all over America, should they be called upon to go through a similar crisis. Natural disasters may strike any community. Furthermore, should the atomic bomb be unleashed, the threat of devastation to all communities would be increased many-fold. An emergency recreation program, to be ready for any disaster, therefore, should be a part of every community's planning.

From the stricken city of Manhattan, Frank Anneberg wrote: "I believe that every community recreation department should plan a program that might be carried on during, and following, any disaster—be it flood, fire, tornado or atomic bombing."

Secretary of Park Planners Retires

Thomas S. Settle, who, for twenty years, has acted as secretary and legal advisor of the National Capital Park and Planning Commission, retired on November 1, at the age of seventy. As a young man, Mr. Settle joined the field staff of the National Recreation Association, then known as the Playground Association of America, and remained with the organization from 1913 to 1929. Most of his field work was in the South, where he was very much beloved. He was the first staff person to give assistance to communities in that area in organizing recreation services for Negroes. During the first World War he was active in War Camp Community Service, aiding communities in providing recreation for service personnel and war workers.

Thomas S. Settle is a graduate of the law school of the University of Virginia and, before coming to the association, was state supervisor of rural elementary schools in Virginia. He is a native of that state.

In relinquishing his official duties with the Planning Commission, Mr. Settle by no means intends dropping his active interest in civic affairs. He will resume the private practice of law and states: "I will continue to ride my hobby, which has always been to make Washington better and more beautiful." Also, he plans somehow to find time to remain active in the Chamber of Commerce, Board of Trade, Committee of One Hundred for the National Capital and other affiliations having to do with the improvement of Washington.

Upon his retirement, John Nolan, Jr., director of the commission, paid him tribute as one who "has made an outstanding record in the legislative field" and who has been "involved in the initiation of most of the largest recreational, park and civic improvements from which Washington has benefited in years."

"Our club, based upon an idea taken from RECREATION magazine, has become so popular that we can't fill all requests for appearances."

Clowns Unlimited

Keith A. MacDonald

FOUNDING THE Vallejo Clown Club in June 1951 merely was a matter of placing an article in the local newspaper requesting all interested persons to meet with the executive director of the Greater Vallejo Recreation District, California, at the local recreation office. We started our first meeting with four people and our membership has since grown to twenty-four. Among others, it includes a welder, shipyard foreman, mail carrier, carpenter, cabinetmaker, teacher, two students and four feminine members.

Our first two meetings were held for the purpose of organizing the club; but, for the third meeting, I secured some greasepaint and we tried creating sample clown faces. Our first attempts were a greasy mess but, mixed with a tremendous amount of laughter, the idea soon took hold. It is very important to remember that no clown may copy the exact face design of another. In fact, many professional clowns even have a copyright for their particular "face" so that no one else may duplicate it. Since our initial attempt we have been using Steins Products with great success, although makeup may be obtained from any theatrical wholesale house. The cost for each participant is from $1.50 to $3.00. The steps we follow for applying makeup include:

(1) Apply theatrical base cream. Wipe face clean. (2) Apply clown white and cover with baby powder. (3) Apply all lines of one color and powder again. (4) Apply another color and powder. (5) Use a lipstick brush to apply lines. (6) Brush off excess powder with a baby hairbrush.

To remove makeup, we use either brilliantine or base cream. Our powder is poured into a white cotton sock and applied by dusting.

Before our third meeting, we had collected pictures from every magazine we could find, and had attempted to figure out possible costumes. Members brought in oversized coats, pants, brightly-colored shirts and striped garments which might be used. One's own imagination is the best source for costume ideas, and assembling a costume at home proved to be fun for the wives who were not active participants in the club programs. For the oversized shoes, a most important item in the clown costume, we secured a sizable amount of scrap leather from a leather-processing plant in San Francisco. Then, we obtained shoe imprints from the clowns in Clown Alley of the Clyde Beatty Circus. Members next took some scrap leather, for the soles and tops of their shoes, to the local cobblers, who made up all the shoes for the small sum of $3.50 per pair.

Dick Rasmussen, a foreman at Mare Island Naval Shipyard, found that a painter's hood worked very nicely for a white headpiece. Mrs. Mercedes (Mickey) Griffen, a very reserved and dignified accountant from Mare Island, conceived the idea of painting three-inch eyelashes upon her eyelids and forehead. Malcom Quidart brought his wife to help him put on his makeup and ended by convincing her that she also should try a sample face. We believe that having women participate in our club adds more fun to our venture.

We have no regular training course other than that of practicing techniques and methods of applying makeup, about which we learned a great deal from Ringling Brothers circus clowns, when they appeared in nearby cities Stockton and San Francisco. New members need only have the interest and desire to become clowns. As soon as their shoes and costumes are designed, they are given an immediate opportunity to appear at some function. They learn by doing and by watching other members.

Each clown carries little gadgets which become a part of his act. For example, one of my props is a broom with which I sweep around someone who is sitting down, usually an elderly lady. After cleaning up all imaginary dirt and carefully cleaning the seat beside her, I proceed to turn around and sit down upon the lady's lap. Also, I have some talking teeth which, when wound up, give a "clickety-clack" sound. These bring a laugh—particularly when used near a group of wom-

AUTHOR *is the executive director of Greater Vallejo Recreation District.*

Assembling costumes is great fun, gives scope to imagination. No clown may copy another's face.

en busily talking together. Another clever gadget is a red handkerchief on the end of a three-foot elastic band, which is tossed out in front of a person walking past, only to return and disappear into the clown's hand. This usually causes the startled passerby to jump. One clown spins metal platters on the end of a cane. Another, called "Bubbles," blows soap bubbles for the children. A man and his wife do a dance together. One of our clowns drags a toy horse; another, a rubber lizard; one pushes a carpet sweeper.

Larger props which might be used are tandem bicycles or a unicycle; a midget cannon which shoots oranges—projected by means of a spring in the barrel—to children; a baby buggy with a special handle on the side which, when pulled, causes the body of the buggy to spring up. The last works well in parades on a downgrade, because the buggy rolls halfway down the hill with the clown mother frantically running after it. Of course, the clown baby applies the brake at the right moment. A far-off dream for our club is to own an old Model T Ford, with the usual explosives, spouting water and backfiring, and/or a compressed-air calliope.

From the time of the organization, our group has participated in twenty-six different functions—benefits, parades, youngsters' parties, seven county fairs and one state fair, three hospital tours—including one through a mental hospital, a PTA family night, the Mare Island carnival and queen contest, a Soroptimist Club district banquet, a gas station opening and a defense bond rally—a total of forty-two appearances in which one to eleven of our clown members were present. We have appeared on four radio broadcasts, which have taken the form of interviews, featuring questions and answers as to how the club originated and our activities, with the announcer describing our costumes.

The reaction of parents, children, fair managers, patients and people in general has been most gratifying. One of the thrills of our service is in having some youngster drag his mother or father over to one of us and want to shake hands or be lifted up to kiss the clown. I believe that every clown has had his long shoes stepped upon so much that the majority of them are flat on top. Edward G. Vollman, fair manager of the San Joaquin County Fair, Stockton, remarked: "I am sure that many youngsters, as well as adults, will long remember the fine work of your group, for it was undoubtedly one of the thrills of our final day and added to the delight of everyone."

While playing at the fair grounds in Stockton, I was given a very close appraisal by three members of one of the world's largest circuses. Not only were they very gracious in their remarks about our club and our respective parts, but they also complimented me by suggesting that I join the circus as a professional entertainer!

One of our special novelties is to make up and don our costumes before an audience—whether we're on the stage or in various store windows in cities where we are to perform. This part of our program is advertised in advance and not only has stimulated interest, but has also added to the enjoyment of all concerned. None of the effectiveness of our performances seems to have been lost thereby.

Last September, the St. Helena harvest festival program noted that, on Sunday, from eleven o'clock to noon, five stores would feature in their windows ten of our members donning character makeups. Long before the appointed hour, from one hundred to 150 children and adults waited before each store—noses pressed against the windows.

Although we have been too busy to set up routines as yet, we have found it best for every clown group to have at least one or two fifteen-minute skits in which each member may participate. Also, I have been gathering more clown clothes and props and plan to include in our club and banquet engagements demonstrations of makeup and costuming, using members of the audiences. At the recent gas station opening, eight clowns were used over a two-day period—each working four-hour shifts—and, for their efforts, they each received seven dollars. So we are now preparing an expense scale, which can be used next year for three different-sized fairs here in the bay area.

We would like to start a clown band—highly disorganized as to marching formation—which is usually an attraction for young and old alike. When our members have perfected and speeded up their makeup technique, they hope to make an appearance on a television program, an activity which would present possibilities for many similar organizations in the United States.

"Clowns unlimited" is our belief.

In making available this volume,[1] which records progress in the design of school buildings during the past decade, the *Architectural Record* has rendered a genuine service to all who are concerned with the planning and use of school buildings. The 456 pages, compiled by Kenneth Reid, profusely illustrated with photographs and plans, are of special interest to professional recreation workers and to laymen concerned with the provision of recreation in their communities. School buildings of all types, from every part of the country, are shown. Here are plans, details and photographs; articles by recognized authorities on many phases of school planning and design; analyses of school costs; building types; studies and orderly presentations of design data.

Recreation workers will find authoritative support for the growing conception of school buildings as centers of neighborhood and community life. They will find opportunity for observing the design and construction methods applicable to such buildings. The following excerpts from articles in the volume[2] illustrate the nature of the information it contains, although they do not begin to give a true picture of its scope and value.

Leading educators emphasize the importance of planning school buildings for community use. Dr. Thomas C. Holy, of Ohio State University, for example, points out that little attention has been given to the plant and equipment implications of the community school, yet such considerations greatly influence the practicability of a community-school program.

Among many suggestions, he offers the following: (1) Site should be of sufficient size to provide recreation opportunities, not only for the school, but for the community. There should be ample space for community parking. (2) Music room, auditorium and gymnasium, whether planned separately or in combination, should, as a group, have an independent entrance and be so planned that they can be shut off from the rest of the building. It is essential that toilet facilities be provided in that part of the building open to the public. (3) Kitchen, complete and independent, to be used principally for community purposes, should be so planned that it opens either into the regular school cafeteria or the gymnasium . . . (4) Shops and laboratories should be planned and equipped to serve both the school and the community. Separate tool rooms and storage space for supplies and equipment may have to be provided for community use. (5) Lockers and dressing rooms for adults, in addition to those for school children, are desirable for the gymnasium. Where funds permit, it is likewise desirable that separate showers be provided. (6) Library with outside entrance, and of sufficient size for community use, is desirable. (7) Heating and ventilating systems should be so designed that each unit can regulate its own temperature. (8) Student activities should have adequate space: at least the equivalent of one classroom, with sufficient storage space for all types of activities—rehearsals, clubs, school publications and so on. (9) In small communities, particularly where there are no satisfactory theatres, ample provision should be made for showing moving pictures.

Dr. N. L. Engelhardt, nationally-known authority on school administration, in considering schools after the war states: "The school of tomorrow will distinctly be a community school. The home, farm, factory, parks, libraries and museums are simply a few of the educational resources of the community which must be integrated into the school program. The school plant itself should include the museum of community achievements and resources, and all school facilities should be made available to all members of the community . . . Schools must be planned to meet adults', as well as children's, needs. They must be planned specifically as the focus of redevelopment of the lives of millions of youths coming back from the war, as well as of millions of stay-at-homes who will need learning adjustments to the post-war period of production.

"Future schools will be allotted more land. America has an abundance of land and more of it should be devoted to educational purposes . . . More constructive planning must be done for out-of-door opportunities in physical development. Our schools should be so planned that there is inbred in children a love for the out-of-doors. Sports adjusted to changing weather must be planned.

"Camp should be an adjunct of the school—not camps for the summer only, but for fall, winter and spring as well. It will be to youth's advantage to learn to know nature in all its moods and facets."

John E. Nichols, architect with the Connecticut Department of Education, observes: "Public agencies are learning more and more to work together, pooling their energies and resources, cooperating rather than competing. School buildings increasingly are becoming the headquarters for community programs . . .

"Buildings designed for this broader function must encourage, by their layouts, and provide the space and equipment for, a variety of community enterprises . . . There should be office

[1] *School Planning*, by Kenneth Reid, A.Y.A. Published by *Architectural Record*, New York. Price $8.00.

[2] All of this material also appeared in the *Architectural Record* between 1940 and 1950.

space for the recreation director. In smaller communities particularly the school will accommodate the public library service and will serve as a governmental center, containing the necessary town offices and space for voting and other governmental functions. Nor will this community use continue to be confined to out-of-school hours . . .

"School buildings increasingly will be designed for sectional occupancy so that various parts (auditoriums, gymnasiums, shops, laboratories, libraries) may be used independently without disturbance to the occupants of other parts. This will require special attention to circulation, access, heating and ventilating, soundproofing, parking and so on. On the other hand, dual use of the same facilities by pupils and adults will require careful consideration of storage problems, for more materials will be in use . . . and unfinished work will have to be put away to clear for each succeeding group. Also, additional facilities will be provided for community organizations."

Professor Arthur B. Moehlman, of the University of Michigan and editor of *The Nation's Schools*, adds: "Whether all or a few of the community activities are encompassed within a single building, the school plant itself would naturally provide for a community auditorium, physical exercise, play and recreational areas, lunchroom and cafeterias and the rooms essential for small community gatherings under any plan.

"At present, growth of the idea of cooperation among different community agencies, with the public school as the pivotal center, is much more important than the specific form of a building . . . The first requisite in the development of the true community school is the acceptance of the idea by both board of education and professional educators of the total community educational program in which the school plays only a part. The second is the idea of cooperation with other community agencies and the progressive development of a long-range plan for the execution of the idea. The third step is the selection of a site sufficiently large to provide not only for buildings and park areas, but also for large recreation areas and generous space for beautification. No site of less than forty acres should be considered for a community secondary school center. The fourth step is the execution of the plan through the coordinated use of educational specialists, architects, engineers and landscape architects. The community school should be financed by those agencies cooperating in the total project."

Paul J. Misner, superintendent of schools in Glencoe, Illinois, who points out that education of a community's young people to be effective must be a cooperative enterprise, but that a community school cannot be something worked out only on paper as a theory, says: "There must be facilities which the community recognizes as its own to use and enjoy in abundant measure . . . No greater single responsibility faces the designer of school buildings than that of planning to serve community needs and interests."

Richard J. Neutra, widely-known California architect, presents a comprehensive diagrammatic plan showing the community school functionally related to the neighborhood center. He points out that the programming is half the job and that the selection of an ample site in the heart of a human-scale neighborhood is a good deal of the balance. He remarks: "As in the days of the pioneers and the homesteaders, children may again share spaces and facilities with adults. On many enterprises, they can act proudly side by side with the admired grown-ups. There will be shops for all, stables, sties, a farmyard for animal husbandry, a green nursery and gardens. Of course, the small children will have their suitable play equipment and picture book library wing. But the playfields, the library, the hall for physical education and community dances, as well as the cafeteria and the health center, will make up a good manifold investment because of multiple usage. All age groups will avail themselves of these facilities, sometimes mixed, sometimes separately, according to a schedule of allocated use periods . . .

"The auditorium, the band rehearsal room and the exhibition hall will be places where acoustical and visual treats for the community will be in frequent preparation — a process invaluable for children to watch. Discussion clubs and playrooms will revive the functions of the old-time town meeting, and may equally serve the week-end activities of many adolescents and adult clubs and associations. The entire plant, used most of the hours of the day and all days of the year, may well be tested and proved in terms of square-foot-hours of full usage! This can serve as the livability index of the layout . . . "

In an article entitled "Neighborhood Schools," President Ernest O.

SCHOOL PLANNING

Melby, of Montana State University, defines the ideal neighborhood as one in which "a group of people live together in such ways as to promote the constant growth and development of all members regardless of age. The program of the neighborhood school must include a great deal of music, art, literature, recreation and healthful social living. Since the neighborhood school is to serve the entire community, it should be planned with that service in mind."

Among many other specific suggestions, he adds: "Adequate provision will be made in the neighborhood school for the enjoyment of music. The auditorium should be provided with acoustical treatment, comfortable seats and proper control of lighting in order to make for the most satisfactory conditions . . . A well-insulated listening room should be provided with a good phonograph and records . . . At least one large studio should be provided for the graphic arts and a shop for industrial arts, as well as adequate quarters for home arts.

"Finally, the plant should be beautiful in exterior and interior design, in decoration, furnishing and all appointments . . . This should be matched by beauty of landscaping and care of school grounds."

Throughout the volume, examples of modern school buildings and consideration of their use are illustrated by the following brief excerpts:

Central School, Cato-Meridian, New York: "There are available facilities for adult education, entertainment, participation in, and attendance at, sports and opportunities for practical use of the school plant in daily activities. For instance, local farmers can weld machinery or use the agricultural shop."

Six community schools, Davenport, Iowa: "Community kitchens are so located as to be accessible from the community room, gymnasium and separate service entrance."

Central School, Rhinebeck, New York: "Community needs are met in a well-knit group of units. Delivery is easy both to the kitchen and the auditorium. The kitchen easily can serve the cafeteria, the gymnasium or the auditorium. The gym can be divided down the center for simultaneous separate use by boys and girls, with direct approach for both from their respective locker rooms. Music rooms and the stage-craft room are well related to the auditorium, and there is a separate small stage in the cafeteria. The entire group can be easily closed off from the classroom section."

Litchfield Consolidated School, Wayne County, Michigan: "The agricultural department is located adjacent to the experimental gardens. The cannery is made available to farmers. The shops aid them in maintaining their mechanized implements. The athletic field, gymnasium, auditorium and library are intended for community use. The placement of the library at the center of the plan is excellent . . . The auditorium, to be converted out of an existing gym, is correctly flanked by dramatics and club rooms."

Creston School, Portland, Oregon: "The school board specified that the kindergarten, nursery, auditorium and gymnasium should be so arranged as to become part of the community life. All of these elements are grouped together, except the gymnasium, which has a position contiguous to a public playground which already is under operation. The community facilities can be used separately at times when the remainder of the school is locked up."

New Willard School, Stamford, Connecticut: "One of the basic details was that the auditorium and gymnasium should have ample and independent access so that, in addition to routine school uses, they could be used by the community for evening gatherings; thus a single public lobby serves both of these rooms."

Sexton High School, Lansing, Michigan: "Many of the rooms can be cut off from the rest of the building, for community use, by rolling doors which close across the corridors. These rooms include: office, library, auditorium, shops, music department, cafeteria and kitchen, gymnasiums, locker rooms, natatorium, Scouts room, taxidermy laboratory, janitors' work room and a section of classrooms. And each room has a separate heating and ventilating unit, to allow its use when the rest of the building is closed."

Many features of the volume, unrelated specifically to community use of schools, also are of special interest to recreation authorities. One entire section is devoted to building for athletics and recreation. It includes valuable information on planning the gymnasium and stadium and includes photographs and plans of several buildings and structures designed primarily or exclusively for recreation. Other articles deal with the industrial arts, laboratory, the library and the auditorium, or with subjects such as lighting or audio-visual facilities, all of which make the book an exceedingly useful reference guide.

One phase of school planning on which one looks in vain for material, however, is the question of enlisting the cooperation of recreation authorities in the development of school plant programs. Community use of schools for recreation is widely accepted. In actual practice, community recreation programs in school buildings are largely conducted and administered by municipal recreation departments and not by the school authorities themselves. In a 1950 study, conducted by the National Recreation Association, the only major difficulty listed by recreation authorities as threatening cooperation in the operation of school centers was the fact that buildings were not planned for recreational use. It is therefore encouraging that, at the National Recreation Congress in Boston, October 1951, a session on cooperative planning of areas and facilities revealed that, in a considerable number of cities, recreation authorities are consulted in the development of new school building plans or have an opportunity to review them in advance of construction. If recreation authorities are to be given increasing responsibility for operating school plants outside of regular school hours, it is reasonable to believe that the programs will be more successful if these authorities share in the planning process.

Changes in Minnesota State Hospitals

There have been several changes in the recreation programs of Minnesota state hospitals since the publication in RECREATION, September 1951, of the article, "Recreation in Minnesota State Hospitals." Mr. Chapman, supervisor of Patients Program Services, writes: "An over-all revision of the salary scales is as follows (as contrasted with the older salary ranges):

Position	*Monthly Salary Range*
Patient Activity Worker*	$219-249
Patient Activity Leader I*	$244-284
Patient Activity Leader II*	$284-324
Patient Program Supervisor I	$350-400
Patient Program Supervisor II	$481-541

*Formerly titled "Recreation Worker" or "Leader I or II"—duties the same. Personnel in our hospital recreation series now totals ninety.

"It was mentioned that room, board and laundry were available for thirty dollars monthly to each such employee who resided on institutional grounds. In most of our hospitals this figure has been raised to thirty-five dollars per month."

Marllys Victor

THE HANDICAPPED GO CAMPING

IN THE COLORADO ROCKIES, handicapped children go camping—the nine-year-old who had polio one autumn, the "blue baby" now eleven, who can't compete with normal children, the spastic who has never walked alone. At first they went camping up North Turkey Creek, Colorado, in a mountain valley which is cool and green all summer.

Handi Camp was established in 1947 as a co-educational, interracial and interdenominational experiment, and carried on through a special committee of Denver summer camps. After several years of experimentation, this group helped to make possible the permanent site. The camp is now operated by the Colorado Society for Crippled Children and Adults. It has a permanent location near Empire, Colorado, about forty-five miles west of Denver. The camping season runs for two months and includes boys and girls from eight to seventeen years of age. While no child is excluded from camping because of lack of funds, parents who are financially able are expected to contribute towards the camp. In addition, service clubs, churches, civic groups, individuals and organizations contribute camperships, costing sixty dollars. The sponsoring organization is a state-wide society, and children come from all over the state as well as from surrounding areas.

The present director is a graduate of the New York School of Social Work, specializing in group work. Personnel for the camp includes a registered nurse, six counselors (three men and three women), two cooks and a maintenance man. The camp is not designed for therapy, but is set up to provide a social and recreational outlet. Thirty-five campers attend camp for two or three weeks.

The First Adventure

When the eight-to-ten-year-olds arrived that first summer, the girls were in the minority. They totaled only seven of the group of eighteen campers and, as a result, lost in the camper elections for storekeeper, banker and other camp government positions.

Half of the children were on crutches; many had braces; one wore a cast. To all, except one, camping was a brand new experience. All were full of curiosity and spent their first hours investigating everything. There was the small stream, North Turkey Creek, which meandered from one end of camp to the other. Almost at once, improvised boats of scrap wood were being sailed by campers from the bridge which spanned the creek. There were the barracks with wooden bunks, quite different from city beds. And, most important of all, there was the kitchen where Minnie, the cook, dreamed up special things to eat.

When it came to play, the campers could wear out the counselors in no time, especially with the bean bags. These were substituted for balls which, it was foreseen, would all end up floating down Turkey Creek. The dodgeball games were noisy, hilarious affairs, which usually ended abruptly with the nurse calling for time out. That was the difficulty of the game—no one knew when to stop. But it was of the utmost importance to halt any kind of play before the campers became worn out. Handicapped boys and girls use more energy than average children and tire more readily.

"John's caught a fish," shouted the boys from the bridge one day. Sure enough he had; it almost was a miracle. The boys would break off a willow branch, attach some string, a bent pin and a fish worm and prop it on the bridge; then they would walk off. And yet John had caught a fish; or, maybe, it had caught itself! Anyway, that was the event which sent the boys' unit—eleven strong—off on a fish bake the following day. A fish, the campers found, could be complicated. You had to get it cleaned and dipped in various things before you could think of baking it in a reflector oven. Obviously someone had to collect firewood; and, worse still, somebody had to build a fire that would burn just right to heat the oven. This was strictly a masculine outing, but all the fellows reported that the fish got thoroughly baked and that every boy had a bite of fish.

The boys no sooner had come back with remarkable tales of the fish bake than our seven little girl campers began to act mysteriously and to whisper about a "blushing bunny." The boys ignored the feminine excitement until the girls disappeared about lunch time one day and didn't come back to camp until late afternoon. They might have guessed. The girls had discovered a likely spot up the valley and had hiked up there to cook themselves a colorful concoction of tomato soup and cheese, known as "blushing bunny." While the boys spent their rest hour

AUTHOR, *now mother of two future campers, was counselor at Handi Camp.*

in the barracks as usual, the girls spread their blankets beneath a tree and took it easy on mattresses of green.

Need for Understanding

The counselors also had their problem children. But the problems which were most serious were not those of physical handicaps at all; they were mental ones which might snare any child under similar circumstances. There was Irene, a shy youngster when she first arrived in camp. She never spoke of her parents, but camp records revealed that she came from a broken home where tension was high. Irene didn't develop any close friends among the campers. Instead, she insisted upon trailing the counselors and being with them whenever possible. As the camping period neared its close, Irene became defiant about returning to her home and expressed her unhappiness by being mean to campers she regarded as below her in popularity. She was almost recovered from polio, but she also suffered a mental hurt from which she might never recover.

Alice and Leonard both were institution children who very strongly felt a lack of affection in their lives. Like Irene, they spent most of their time trying to gain the attention of the counselors by any means that worked —pinching, poking or grabbing an arm. They, too, needed the love and affection which were lacking in their daily lives and knew of no other way to get them. Counselor understanding was of the utmost importance.

Then there was Bobby, eight years old, who could walk without crutches, but with some difficulty. He was bewildered by the counselors who refused to carry him when he decided that making the effort to walk was too much bother. At home, his parents had given in to his whims, doing everything for him. In camp, the counselors would do nothing for him that he could do for himself. Bobby didn't take such treatment happily, but it was the only way he could learn to live up to his capabilities. And there was Margie, who had never done a thing for herself in her nine years. It was as much as your life was worth to stand over her until she finished setting a table or washing a dish. At the moment, she was on crutches, but one day she would be free of them and out in a world where responsibilities would be thrown upon her, whether she liked them or not.

A Construction Gang

When the eleven to thirteeners came to camp, eighteen strong, they brought with them different ideas of what constituted fun. This time the boys and girls were divided equally in number. There were cardiacs, slightly pale and worried-looking; there was a "blue baby" who would turn almost black if he exceeded the limitations of his heart; there were the others who limped slightly—the polios and spastics.

The boys' unit disappeared from camp regularly each day to work on a secret project. But "secret" was a hope and nothing more. Everyone knew that a lean-to was being built, which would be off-bounds for the girls. Such regulations were strictly enforced. Not until visitors' day was the lean-to opened for inspection. It was built against the bank beside the stream, the framework of dead fir lashed firmly together. Pine boughs across the roof kept out the rain—theoretically. The boys strutted with pride, and the girls were impressed, beneath their nonchalance.

Sometimes in the late afternoons the girls would appear dressed in their best clothes, hair ribbons and lipstick. Blue jeans were out. A rumor of folk dancing had gotten around camp. The boys showed no interest in preparations for the evening's festivity. As the hour arrived, at the far end of the recreation hall the girls would wait expectantly. The boys would gang together at the other end, wearing what they had been fishing in all day. The two groups might just as well have been in separate camps. Then Mary, who directed the folk dancing, finally interceded.

"Everyone make a circle," she said quietly. The suggestion sounded innocent enough and the opposing factions joined hands. Someone put on a record. "Will each girl select a boy for a partner?" The boys found themselves exactly where the girls wanted them!

Not all the dancers could do all the steps. It just depended upon the handicap. No one thought of being self-conscious; here you could trip over yourself without getting a second glance. I've never danced a gayer "Virginia Reel" than those we did in the camp for handicapped children. No wonder the counselors were ready for bed long before the campers were.

Then there was the costume ball. Rules insisted that everyone had to come in disguise or risk a penalty. Amazing characters put in their appearance that evening: there was the baby New Year, draped in a mammoth towel; from one corner lumbered Effie, the cross-eyed elephant, wearing overshoes to enlarge her feet to a convincing size; a prim, old-fashioned lady walked sedately about, shocked by a grass-skirted character skipping around the hall. The first prize for the best costume was a key to the camp.

Unique Services of Worship

Sunday services in camp were original and nondenominational. Since, at times, the three major religions were represented among the campers and staff, the planning committees had their problems. Most difficult of all was the finding of even one hymn that everyone knew well enough to sing. No matter which group of campers planned a service, the inevitable choice was "The Old Rugged Cross." Everyone at least knew the tune. One committee followed the song idea through by constructing an "old rugged cross" of logs.

This, in turn, gave the campers another idea for a service, which they held at dusk one Sunday. They illuminated the cross with flashlights and placed it, with the help of counselors, on a boulder in the middle of Turkey Creek. It faced the outdoor chapel where the campers gathered. That service will long be remembered.

Christmas carols were heard during one service because the committee decided that they were lovely enough to be used more than once a year. No one questioned the committee's decision.

Every religion represented contributed ideas to make the services in camp a composite of everybody's idea of worship. If someone wanted a special prayer, unfamiliar to the others,

copies were made so that everyone might share it.

Among the last group of campers were several who were severely handicapped, but one of the outstanding projects of the camping season was accomplished by the seven boys of this teen-age group. This was a sleepout. The selection of a suitable spot took careful searching, for the site had to be accessible from the road since boys on crutches would have to be brought there by car. It also must be dry, and yet near the stream. The final spot selected was half a mile down the valley, near an abandoned house which would give emergency shelter.

The boys who weren't on crutches packed their own bed rolls on their backs, along with a share of provisions for two meals. With a counselor, they hiked to the site which had the special advantage of seeming remote from the main camp, despite its actual closeness. Those on crutches went by car.

One problem to be solved upon arriving at the site was that of crossing a stream over which there was no bridge. The counselors had assembled equipment for constructing a cable across the stream, and the campers eagerly worked under their supervision. When the cable had been secured tightly to a tree on either side of the stream, the boys improvised a seat upon which to ride across.

"People wouldn't think we were handicapped if they could see us now," said Chuck, who had just made a crossing. Never had anything so remarkable happened to him, for he always had been on crutches. For the first time in his fifteen years, he was riding a cable and sleeping out!

In the area of crafts, a particularly outstanding crafts project was completed by a sixteen-year-old girl on crutches. The redwood marimba on display attracted Dorothy the first day in camp. At the first opportunity, she began to saw wood for her own marimba. Such a project requires an infinite amount of patience, since the tones are dependent upon the lengths into which the wood is cut. To arrive at accurate intervals, Dorothy had to sandpaper the ends of the wooden strips to raise a tone and shave the lengths to lower the tone. Without a piano, the job was all the more exacting. But Dorothy wasn't afraid to do difficult things. By the end of the two-weeks' session, she had completed a thirteen-note marimba, upon which she could play almost any tune she pleased.

The nine girls of this teen-age group decided to make a council ring for outdoor campfires. That meant a siege with the hoes and rakes, during which grass had to be pulled out and the area levelled with sand. I'm quite certain that those on crutches did fully as much work as the others. They were adept at balancing themselves and wielding whatever tool the occasion demanded. No one worked very hard or very long at a time, but the ring was finished by late afternoon, when a rainstorm came up and obligingly dampened it.

Camps for handicapped children are all too rare. Certainly the youngster who is handicapped needs a group experience of this sort even more than the normal child. Many have previously been unable to associate with other boys and girls or to learn much about getting along with others in a camping experience. More camps should be made available for the handicapped and more of the handicapped should take advantage of them. The movement is growing; but it needs the support and understanding of the socially-minded everywhere.

MARY K. SIMKHOVITCH

Mary Kingsbury Simkhovitch, eighty-four, one of New York's pioneer settlement workers and head of Greenwich House for forty-four years, died on November 15, in New York, after three months' illness. As founder and lifelong director of Greenwich House, an outstanding settlement center, and a member of various organizations devoted to the improvement of housing conditions, Mrs. Simkhovitch occupied a leading place in city life for fifty years. She retired as active head of Greenwich House in 1946, becoming director emeritus.

At Last . . .

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☆ ☆ ☆

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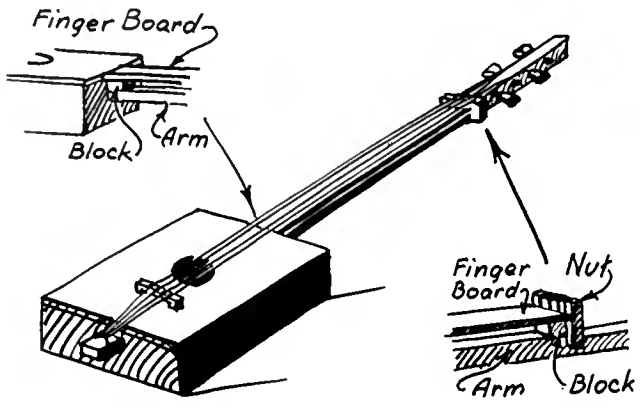
SQUARE DANCE ASSOCIATES

DEPT. R-4 **FREEPORT, NEW YORK**

How To Do IT ! by Frank A. Staples

Make your own banjo.



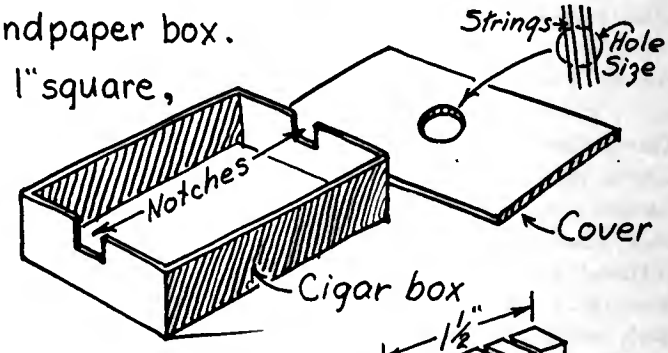
MATERIALS

1. Cigar box with cover.
2. Arm - 30" x 1" x ½".
3. Nut - 1½" x ¾" x ¼".
4. Finger board - length, from edge of rim to nut – about 20" long.
5. Pegs - 2" x ½" x ¼" (make four).
6. Bridge – 2" x ½" x ¼".
7. Brads - No. 20 - ⅝".
8. Glue and varnish.
9. Four catgut strings or wire.

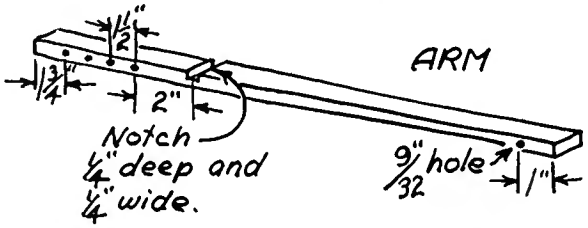
TO MAKE

1st. Even top edges of box and sandpaper box.

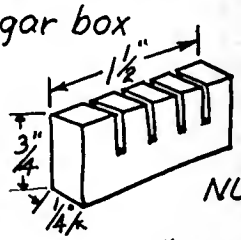
2nd. In box cut two notches - a tight 1" square, and cut hole in cover.



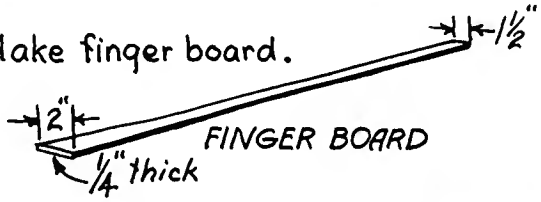
3rd. Make arm - *use hard wood.*



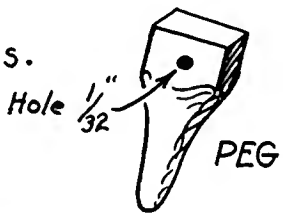
4th. Make nut. *The notches are cut after nut is glued in place. Cut to 1/16 from top of finger board.*



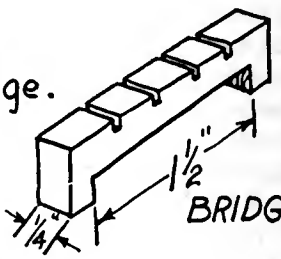
5th. Make finger board.



6th. Make four pegs.



7th. Make bridge. *Notches are 1/16" deep.*



TO ASSEMBLE

1st. Glue nut in notch on arm.

2nd. Glue arm in notches on box.
Allow bottom end project 2" outside box. Fill space above arm with small piece of wood.

3rd. Fill all cracks with glue or plastic wood.

4th. Nail cover in place.

5th. Fit finger board in place.
Upper side of finger board must be level with top of box cover.

6th. Place pegs in holes and string.

Digitized by Microsoft ®

-For Young People

Games especially good for any group of young people—in community centers, Y's, churches, industries or for the armed services at home or anywhere. Try them at your next party.

WHAT IS THE STANDARD of measurement for a good game? The first and most important quality of a good game is this: those who are participants must give clear, observable evidence that this is an activity which they genuinely enjoy. This means that it precipitates an atmosphere of fun, of merriment. At the same time, such a game should possess the quality of interest. If it leads to quick boredom, it is not a good game. A good game is one which is well-selected for the purpose in mind.—*Eduard C. Lindeman,* Professor of Social Philosophy, New York School of Social Work, Columbia University, (retired).

Song Scramble

Select several songs known to the group at your party. Write each line of each song on a separate slip of paper. When the guests arrive, give each a slip. The guests are to find the other players who have the same song, arrange the lines in the right order and sing the song as soon as they can. The group that sings its song first wins.

It is surprising how unfamiliar a well-known song can look when all one sees is an isolated sentence.

Sometimes a group finds that only one line is missing and has to do quite a bit of searching for the missing player.

Who Am I?

Here's a good mixer, with everyone asking questions of each other at the same time.

Pin slips of paper, with the names of well-known persons, living or dead, upon the backs of the guests as they arrive. Then let them try to find out their own identity from each other. Of course, they can see the names of everyone else—but not their own.

Players cannot ask the same person more than one question at a time. They must go from one person to another. Answers can only be given in the form of "yes" or "no." When a player thinks he knows his identity, he doesn't say anything until he has his host confirm it.

For example: a player asks, "Am I a general?" or "Did I fight against England?" and so on. He does not ask, "Am I George Washington?" He saves this type of direct question for the host—when he feels he has guessed his identity. If he has guessed the wrong person, he keeps asking others questions until he finally gets it right. After the player guesses his identity, he rejoins the game as an answerer.

The host can keep a record of the order in which players guess their name and declare the winner later. The game is noisy and funny, because everyone is trying to be the first to find out his identity. Players must also answer questions put to them by others. (A word of caution to the host—cover or remove all mirrors.)

Dance With the Broomstick

For this dance, if you don't have an equal division into couples, it doesn't make any difference if girls dance with girls and boys with boys. Divide up, leaving one person without a partner and give this brave volunteer a broomstick instead.

The leader plays a piano or phonograph. While the music plays, the couples must dance—the guest with the broomstick dancing too, just like the others. Suddenly, when the music stops—even in the middle of a bar—everyone must switch partners. The guest with the broomstick

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Reprinted through the courtesy of the Sterling Publishing Company, Incorporated, from *101 Best Games for Teen-Agers,* by Lillian and Godfrey Frankel. $2.00.

drops it and grabs the nearest partner. The person now left without a partner gets the broomstick and the dance continues. This is great fun for all, and a way of getting people better acquainted.

Numbers

The host counts the number of guests present. Then he calls out in the following manner: "We have thirty people here. Now when I say, 'Mix into three's,' I want you to get into groups of three. When I call, 'Mix into five's,' then quickly get into groups of five and so on. Now ready! Mix into three's!"

This becomes lively, because the guests have to scurry around and get into groups of the required size. There usually is a great deal of borrowing and shuffling around before the groups are all of the same number. The real fun begins when you call out, "Mix into ten's!" This is a sure way to start off the party with a bang.

Musical Charades

This is a team game, played by the whole team acting out the song as a complete scene, without performing each syllable or word individually. When the song is guessed, the performing team sings it. Verses can be acted out as scenes in themselves or, if the identity of the song is clear in one scene, then that is sufficient.

Here are a few songs with which to start off: "On Top of Old Smoky," "The Blue Tail Fly," "On, Wisconsin," "The Whiffenpoof Song," "September Song," "Solitude," "Star Spangled Banner," and "America, the Beautiful." If this form of charade proves too difficult, it is fair to tell the group what kind of a song you are acting out—that is, whether it is folk, jazz, popular, patriotic, show tune, spiritual or collegiate. Musical charades are good for developing a singing period in your program.

Rhythm

After everyone is seated in a circle, the players start to beat time. They get a rhythm by first slapping their hands on their knees, then clapping their hands together and then slapping their knees again. They keep this up until, at the last beat, someone starts the game by calling out a word.

Let's make believe player "A" calls out the word "good." The group then goes through the rhythm of clapping knees, hands, then knees. Right after the last motion, the player sitting next to "A" in the circle must call out a word beginning with the last letter of the previous word. In this case, the player can call out "dog." The group then goes through the three rhythm motions again and the next player may call out "gift." If he had called out "good," he would have one point against him, because words cannot be repeated.

The rhythm must be kept up this way: Clap, clap, clap, word; clap, clap, clap, word; and so on. The game goes very quickly because the rhythm is fast. After a player misses three times, he is out of the game. A player can miss by giving the name of a person or place or by failing to give any word directly after the last beat of the rhythm.

Pass the Orange

Two or more teams of equal number are formed. The player at the head of each team has an orange, which he holds under his chin. The second person on each team has to grab the orange with his neck and chin. Hands cannot be used. The movements and gestures which the players go through in order to pass the orange become very comical.

The first team to pass the orange to the last player in line wins. If there are just a few members on each team, the orange can be passed back in reverse order, from last man to first, before the game is over. If the orange drops to the floor, the player cannot use his hands to pick it up, but must pick it up with his neck and chin.

Last Couple Stoop

Partners, girl and boy, are chosen for this popular game. The players form a circle, boys on the inside, girls on the outside. Make sure that everyone knows his partner. Members of the same sex can play this game the same way—with partners.

When the music begins (piano or phonograph), the outer circle walks clockwise, the inner circle counterclockwise.

When the music stops, partners run for each other, grab each other's hand and stoop down. The last couple to stoop is eliminated and assists in helping to spot the next "last couple to stoop."

You're In

In this intellectual game, a player starts by giving a brief biography of some famous man or woman, telling it in the first person. For example: "I know I'm a great wit. Everything I've done that's made me famous is evidence of it. I used to have red hair and I associate with people of the theatre."

The present tense is always used, even in telling of someone dead. The biographer must be skillful enough to tell facts and, at the same time, to keep the group from guessing the name of the person in the biography. First person is used for both men and women, regardless of the sex of the player telling the story.

Now, as soon as a listener thinks that he knows the name of the person, he asks a question. His question must be a guarded one, because he doesn't want to disclose the identity to the rest of the group. If, by the question asked, the biographer feels the questioner knows whom he is supposed to represent, he answers, "You're in." For example: Player: "Did you ever have a spouse?" (It's wise to use "spouse" instead of "husband" or "wife" so the group won't know the sex of the person right off.) Biographer: "Yes." Player: "Did you ever have dealings with Cleopatra?" Biographer: "You're in." (The biographer assumes that the player knows that he has been representing George Bernard Shaw, because Shaw wrote *Caesar and Cleopatra.*)

If the biographer is sure that the player is not hinting at the right person, he says, "No, you're not in." The biographer continues telling his story, bit by bit, and answering questions. As the game proceeds, the additional clues make it easier. The players "not in" continue asking questions until all, or almost all of them, are "in." The person who first guessed correctly becomes the biographer for the next round.

W. C. Sutherland

PERSONNEL

Because the following list of training opportunities had to be made up in November for this issue of RECREATION, the plans for many of the short-term training institutes are not definite; however, final arrangements for these usually are not completed very far in advance, in any case. For the most part, the people serving on committees and acting as chairmen for these training programs do so on a volunteer basis, and cannot be sure of their availability too far ahead of time. They are full-time professional people with other major responsibilities, who have seen the need for this type of training and are performing these duties as extra services. If it were not for their willingness to take on these additional responsibilities, many of the institutes would never be held.

In some cases, the conferences are fairly well known and the dates and locations vary little year after year. For others, however, there is just enough information given so that those interested will be able to investigate further through the appropriate channels.

We are continuing to follow personnel identified with these and other institutes. The leadership changes frequently, and it is difficult to keep in touch with those in charge. However, more specific information on these and a listing of other institutes, as they are reported, will be published at a later date.

Individuals interested in the institutes conducted by the training specialists of the National Recreation Association are referred to the schedule on the inside back cover of each issue of RECREATION.

Recreation Leadership Training Programs

Date	*Location*	*For Further Information*
February	Eastern Cooperative Recreation School (Winter Session)	Miss Ruth Norris, 62 West 82nd Street, New York 24, New York
February 25-29	Annual Great Lakes Park Training Institute	Garrett G. Eppley, School of Health, Physical Education and Recreation, Indiana University, Bloomington, Indiana
March	Annual Recreation Conference	Miss Ruth McIntire, Extension Specialist in Recreation, Cooperative Extension Work, University of Massachusetts, Amherst, Massachusetts
March	Group Work Institute for New England Workers	Boston University, School of Social Work, 264 Bay State Road, Boston 15, Massachusetts
March 2-8	Great Plains Recreation Leaders Laboratory	Reverend Howard Christenson, Dannebrog, Nebraska
April	Mountain Folk Festival	Frank H. Smith, Box 1826, Berea College, Berea, Kentucky
April	National Folk Festival	Miss Sarah Gertrude Knott, Room 214, 706 Chestnut Street, St. Louis 1, Missouri
April	Ihduhapi Recreation Leader Laboratory	Box 491, Minneapolis 1, Minnesota
April	Kansas State Camp Workshop	Miss Mary Elsie Border, Assistant State Club Leader, Division of Extension, Kansas State College, Manhattan, Kansas
April	Buckeye Recreation Workshop	R. Bruce Tom, Cooperative Extension Service, Ohio State University, Columbus 10, Ohio
April	Leisurecraft and Counseling Camp	Earl H. Regnier, Recreation Supervisor, Department of Physical Education, University of Illinois, Urbana, Illinois
April	Recreation Skills Institute	William B. Pond, Acting Supervisor, State Parks and Recreation Commission, Seattle, Washington
April 4, 5	Kentucky Folk Festival	Miss Lovaine Lewis, Instructor, Women's Division, University of Kentucky, Lexington, Kentucky
April-May	Recreation Training School	Westchester Recreation Commission, County Office Building, White Plains, New York
April-May	Southwestern Recreation Leaders Laboratory	Travis Hughes, Assistant State Club Leader, State College, New Mexico

The Methodist Church also conducts recreation workshops in various sections of the country. For further information on these and other workshops, write to Mr. Larry Eisenberg, Box 871, Nashville, Tennessee.

Recreation MARKET NEWS

Make It Yourself

AN INTERESTING challenge to hobbyists, crafts groups and all who take pride in "making it themselves" is offered by the Mak-a-Clok Kit, combining the fun of creative construction with some cabinet-making and finishing. Priced at $8.95, the kit contains parts and instructions for making a handsome, solid wood clock case for installation and the self-starting Sessions electric movement. The main wood two-inch block is pre-drilled, with a four-inch diameter hole to fit the clock—which, incidentally, is preassembled and in perfect working order.

Details for wood finishing and six designs in photographic, as well as blueprint, form also are included. Hobbyists may select one of the styles or choose parts of each for creating individual designs. For further information, write to Bradley-Rogers Corporation, 19 West Twenty-fourth Street, New York 10, New York.

Stadium Seats

A new, improved model of its aluminum stadium seat is being featured by All-Luminum Products, 43 N. Third Street, Philadelphia, Pennsylvania.

The new seat, strengthened and modified in design to fit any stadium or grandstand, is now available in your local school or college colors, with the school seal or letter printed directly on the backrest. Priced at $4.95 (two for $9.50), it is weatherproof, waterproof and rustproof.

New Bulletin Boards

A great deal of attention is being centered upon improving your bulletin boards for maximum efficiency.

The A. C. Davenport and Sons Company, 311 N. Desplaines Street, Chicago 6, Illinois, manufacturers of cork back boards, bulletin boards, plant safety boards and other identification devices, announces that a new development to keep cork boards clean five times as long as usual, even under dusty conditions, is now being used in the entire Dav-Son line. Its improved surface coating is responsible for making the board practically impervious to dirt, grease and hand marks. Constant use without painting or other

surface refinishing is among the other advantages. The board can be had with or without glass.

* * *

The Bettercraft Company, at the same address as Davenport and Sons, has also completed a new bulletin board, suitable for community centers, playgrounds, schools, colleges, clubs, offices, libraries—in fact, wherever a bulletin board is a convenience.

This eighteen by twenty-four inch composition board firmly holds thumbtacks, has a pin-up title heading and border trim in various colors.

Touchdown in Rubber

Football history was made in Atlanta, Georgia, on October 13, when the Voit XF9 rubber-covered football made its debut in the clash between Louisiana State University and Georgia Tech, reportedly marking the first time in collegiate history that anything other than a leather football had ever been used in a major college conference contest.

The game climaxed years of experimentation and tests for the Voit ball and the XF9 passed its test successfully. The new ball was originally started four years ago and underwent a number of trials in Los Angeles high school and junior college games. Voit plans to submit the ball for NCAA Rules Committee adoption this year.

Incidentally, the game was won by Georgia Tech, 25-7.

Gymnasium Equipment

Fred Medart Products, Incorporated, announces the development of several new types of physical therapy and gymnasium equipment—among them, the Medart Wet Spirometer, using a float chamber principle for precision-testing of the lungs; a new Back and Leg Dynamometer, for accurately testing back and leg lifts up to 2,500 pounds; a Hand Manuometer, for measuring hand grip strength; and the Pond-Medart Twisting Belt, designed to help develop expert gymnasts and tumblers in a short time. The last is constructed in two sections which fasten together with strong non-slip tension buckles. Both the outside belt, which holds an eye-ring support, and the inside belt are made of heavy duty webbing, bonded under pressure into an inseparable unit. Design and construction prevent fouling or twisting of all suspension ropes regardless of the number of body twists or somersaults.

For details and prices, write to Fred Medart Products, Incorporated, 3535 DeKalb Street, St. Louis 18, Missouri.

For Camera Fans

A new line of cameras recently was introduced to the photographic market by Ansco, Binghamton, New York, during the San Francisco Convention of the Master Photo Dealers and Finishers Association.

Five new cameras, including four amateur folding cameras — Ansco

Speedex Special, Ansco f:4.5 Speedex, Ansco f:4.5 Viking, Ansco f:6.3 Viking —and a 35mm. camera—the Ansco Karomat — were imported from Germany. They range in price from thirty-six dollars for the f:6.3 Viking to $168.50 for the precision-engineered 35mm. camera.

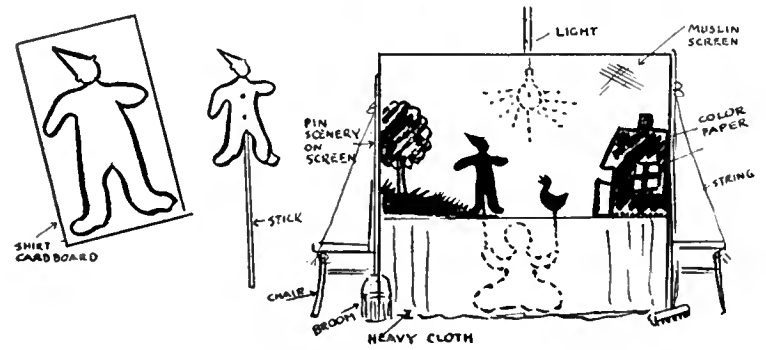
Ansco also brought out three new complete flash-camera-gadget bag outfits for amateurs — including the Readyflash Camera Outfit at $15.95; the Rediflex Camera Outfit at $24.95; and the Flash Clipper Outfit at $26.95, all prices including federal tax.

Each outfit contains a camera, Anscoflash with batteries, flashlamps, a deluxe gadget bag, film and other accessories.

mustache. His stiff collar could be colored paper and his bow tie black crepe paper. In this same general way, you may create any character for your play—animals, witches, princesses, kings, dragons. Just let your imagination run wild. You really can make the puppets act too, in a very stiff way, of course—but that's part of the fun. The bag is put upon the hand of the performer. His other hand can be used as the hand of the puppet, but he must be careful not to show his own head above the screen. Any drama can be used in which only head and hands need to show.

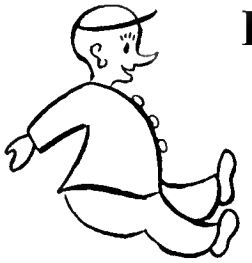
SHADOW PUPPETS

Make the puppets from shirt cardboard or any other kind that is easy to cut. Draw the silhouette of your character first and don't worry too much about whether it is truly life-like. The younger



children won't bother and their puppets will be weird and fanciful and full of imagination. Thumbtack each one to a thin stick and your characters are ready. For the stage, make a frame about two and one-half feet by three feet, or smaller, if more convenient, and stretch it with thin unbleached muslin tacked around the sides. This can be set up on two chairs and a light placed in back, so that the puppets can "act" against the screen, with the light behind them. Scenery is made of paper pinned onto the muslin—grass, trees, houses and so on—but be sure to leave a large enough space for the characters to be "dramatic." Using colored tissue paper, you also can experiment with lighting effects. A shaded lamp or spotlight, placed on a table at the correct height, can be used to make the shadows on the screen. The room in which the play is given should be dark. Nursery rhymes, ballads, story plays, fairy tales and books of verse offer suitable material for shadow puppet shows.

(Fold Back)



Recipes for Fun

The stage is set; the performers get ready; and the show is on! There's singing and dancing, perhaps a play or comedy skit or two. It's a world of make-believe and the actors contributing to the magic are not made of flesh and blood but of papier-maché, a paper bag or even a shadow. Puppetry is a fascinating art, and particularly so when the puppets, stage and props are of your own creation. The following directions should help.*

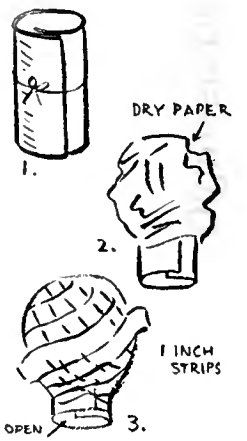
PAPIER-MACHÉ PUPPETS

Medium or Materials:

Newspapers, paste, cardboard, water, string, cloth, needle, thread, paint.

Procedure:

1. Wrap a small piece of cardboard around your finger to form a cylinder shape. Tie a piece of string around this to hold it in shape. This will serve as the puppet's neck and as a base for his head.
2. Wrap dry newspaper around this cardboard, leaving the bulk of the paper at the top to form the skull and head and a smaller amount at the bottom or around the part which is to be the neck. Be sure that the lower opening of the cardboard is not covered with paper, for you must be able to slip your finger inside the neck in order to maneuver the puppet head.



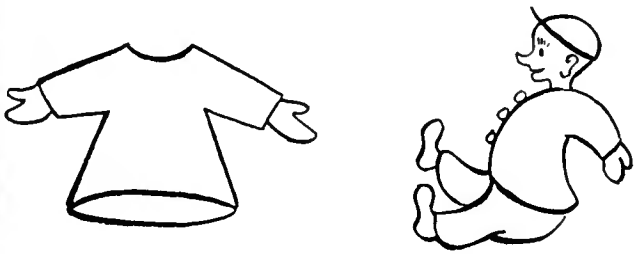
3. Now you are ready to add the papier-maché. Tear some newspaper into one-inch strips and soak them in water. Mix some paste with water, until it is about as thick as cream. Dip the wet strips of paper into the paste and wrap them around the head until you have at least five layers of papier-maché. Be sure that these strips are put on tightly and smoothly. Noses, ears and so on can be added with chunks of papier-maché covered with strips.
4. Allow the head to dry and you will find it as hard as cardboard. It is now ready to be painted with water paints.
5. After the face is painted on, hair can be added with string, yarn, steel wool and so on.

*Reprinted from twenty-first annual staff manual, Division of Recreation, Department of Parks and Recreation, Louisville, Kentucky.

6. Now the dress or mitten for your hand can be cut out and sewed to the head.

You will find that puppets made in this manner are quickly and easily done. Children of all ages will love creating them.

The making of puppets combines arts and crafts, drama, story-telling and, often, music. It also offers a good experience in a group project.



PUPPET STAGE

Medium or Materials:
Strips of wood, beaver board or heavy cardboard, paint, nails, tacks, hammer and saw, brushes, braces, hinges.

Problem:
To construct a puppet stage and to decorate it suitably.

Procedure:
1. Saw the wooden strips into the desirable width and length of the panels of the stage. (At least three panels are necessary.)
2. Place these frames together, with braces in the corners to make the stage more substantial.
3. The wooden frames then must be covered with wall board or other material. Tacks or roofing nails can be used. Allow an opening for the stage.
4. These panels are now ready to paint and later to be decorated with a design.
5. Put the three parts together with hinges and set them up. The actual stage is now complete.

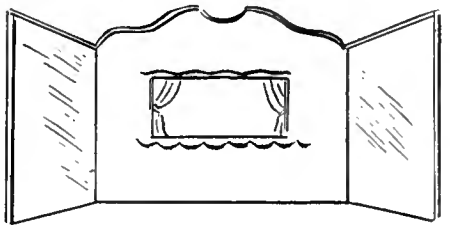
(Fold Along This Line)

BACKDROPS

Medium or Materials:
Canvas, muslin, cloth or heavy paper, paints and brush, rings, strip of wood, needle and thread.

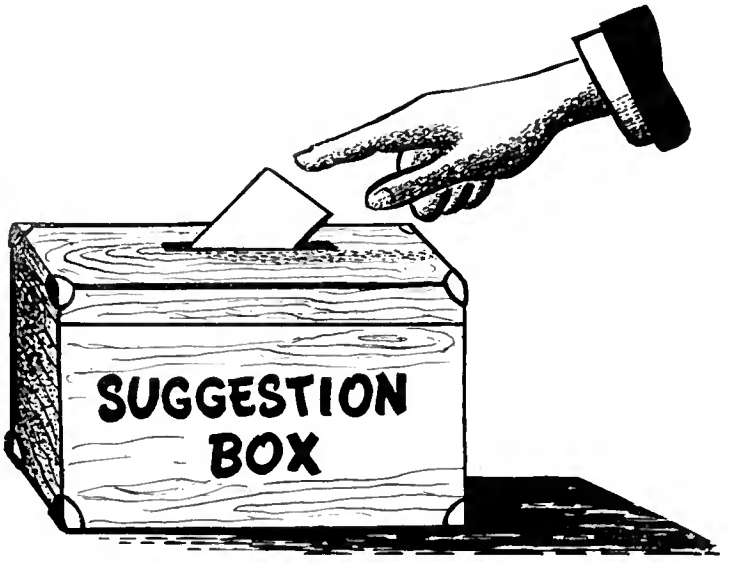
Problem:
To paint the backdrops in order to make an effective scene that is suitable to the puppet play to be used.

Procedure:
1. Because the backdrop is to be placed far back from the stage opening, cut the material larger than this space.
2. Paint on the scene desired.
3. Sew on the rings to the top to fit over the wooden bar across the back. Place the backdrop over the bar and fasten the wooden strip to both sides of the side panels.



PAPER BAG PUPPETS

Let the children make the puppets and put on their own show, either by dramatizing a simple story they already know or by reading lines from a short play. The puppets are very easily made from a paper bag, some colored paper and water colors or crayons. Crepe paper, too, is a good addition to these simple materials. With just these, you can create any character you wish—such as the beautiful heroine with big blue eyes, pink cheeks, red lips and yellow-colored paper hair, permanently waved over a pencil. The top part of her dress, the only part which shows, could be crepe paper caught around the opening of the bag and pulled tight, leaving just enough opening to insert your hand. Her gray matter might consist of crumpled newspaper stuffed in the bag, so that your arm won't go in too far. The dashing hero could have generous wrapping paper ears, pasted to the side of the bag, a nice flappy nose, black-colored paper hair and a handle bar



Don't Miss

Group Games: For High Schools, Colleges and Recreational Groups. Publications Committee of the American Association of Health, Physical Education and Recreation, 1201 Sixteenth Street, Northwest, Washington 6, D.C. Some old, some new, all good!

Make Your Own Uke. Wayne T. Pratt, Printing Department, Phoenix Indian School, Phoenix, Arizona. 10c. A good crafts project.

Capitol Record Number 79-40197. "Inside Arch and Outside Under," and "Right Hand Over, Left Hand Under." Music by Cliffie Stone Orchestra, calls by Jonesy. Wonderful!

Washington's Birthday Program. Prepared especially for the Girl Scouts of America by the American Heritage Foundation, 17 East 45th Street, New York 17. 15c. Good.

Soap Carving . . . in the Classroom, Marion Quinn Dix. National Soap Sculpture Committee, 160 Fifth Avenue, New York 10. Free. Full of ideas and "how-to" information for any group interested in this fascinating hobby.

Basket-Volleyball

Basket-volleyball, a novelty team game, combines basic volleyball skills with typical basketball game situations. Developed by William Ricker, Roosevelt Junior High School, Williamsport, Pennsylvania, and Thomas Nimmo, a student teacher, it calls for the elements of teamwork found in both games, according to these rules:

Playing Area: Any standard basketball court.

Equipment: A regulation volleyball.

Players: At least ten and more. Ideal with eight to ten on a side; there may be as many as twenty on a team.

Line-up: Similar to that in man-to-man basketball.

Object: To score by tapping the ball into the basket and to prevent the other team from scoring.

Procedure: Start with a jump ball at center as in basketball. Teamwork consists of a series of volleys from player to player.

Scoring: Same as in basketball.

Time: Two fifteen-minute halves of straight running time.

Violations: Ball striking floor; ball going out of bounds; catching ball; more than two successive volleys by one player (but any number of taps can be made when rebounding off backboard in attempting to score); striking ball with fist (repeated offense invokes technical foul); ball striking obstacles around court; and all others covered in basketball code, except back-court rule.

Penalty: Opposing team takes ball out of bounds at closest boundary line to violation. Ball is put back into play with volleyball serve. It cannot be blocked in this situation. When responsibility for violation cannot be determined, play is resumed, with jump at nearest circle between the two players involved.

Fouls: Same as in basketball.

Penalty: One or two throws, as in basketball. Free throw is taken by the fouled player standing on foul line, throwing ball into air for a setup and trying to score with a volley.—Reprinted from *Scholastic Coach,* October 1951.

New Films

V for Volunteers. National Film Board of Canada. 16 mm.—sound—twenty minutes—two reels. Available through Association Films, Incorporated. This is a new, dramatically-effective documentary, produced through the cooperation of the Canadian Welfare Council, the Department of National Health and Welfare and the Association of Junior Leagues of America. It dramatically illustrates, through the experiences of a suburban family, "too busy" to help with civic activities, that volunteer work is *everybody's* business. A substantial part of the picture deals with the need for, and use of, volunteer help in public recreation activities; and the interviewing and placement of the volunteer are given good coverage. Having previewed the film in New York, National Recreation Association representatives would like to call it to the attention of local recreation departments as excellent for use in interpreting to the community volunteer services as they can apply locally, and for recruiting.

Here Comes the Band. RKO Pictures Corporation. Those interested in developing bands and smaller instrumental ensembles will derive inspiration and ideas from this two-reel film, a recent RKO-Pathé release. Invite your music groups, particularly your teen-agers, to see it. It features the well-known University of Michigan band performing at football games, in marching formations and in various action patterns, also covering the training of band members and the details of planning new routines. It attractively demonstrates the educational, social and recreational values of learning to play an instrument. *Check with your local theatre manager* to find out when this picture will be playing in your town. A 16 mm. copy of it will be available in May. For further information, write to RKO Pictures Corporation, 1270 Avenue of the Americas, New York 20.

Digitized by Discovering

Planning for Recreation in Rural Areas—

Problems of rural life and education in California have been the subject of discussion at four conferences held in California cities under the sponsorship of the California State Department of Education. Many questions relating to the function of rural recreation, organization, facilities, leadership and programs have been discussed and recommendations developed.

Features of rural conditions and rural living considered distinctive and necessary in planning for recreation are:

1. Many times, rural homes are quite large and could be the center of neighborhood activities, if this were encouraged.

2. Playground apparatus for physical development is of minor importance, since such natural apparatus as trees, fences, and irregular terrain often present opportunity for climbing and vigorous physical activities.

3. Rural school buildings usually are centered within the community and include many recreation facilities which should be available on a year-round basis.

4. School district transportation facilities may be used, if authorized by the trustees, for transporting children to the school, swimming pool, park, playground and/or community center, after school and week-ends during the school year and during vacation periods. This is particularly important, owing to the distances involved in sparsely-populated areas.

5. Rural organization facilities often are suitable as attractive meeting places and recreation centers, as programs are developed.

6. Farm pets, hunting and fishing, swimming, winter sports, study of birds, butterflies and insects, astronomy and gardening provide inherent opportunities for recreation in the rural environment and should be utilized.

7. The rural recreation program need not give much emphasis to segregation by age groups and by sex, as families normally participate as a group in many social and physical activities, and it is a normal pattern for boys and girls to hold memberships in the same clubs.

Of the recommendations, upon which general agreement was reached, some apply equally to urban communities, but others are distinctly related to the rural situation. Major recommendations include:

1. That adequate recreation services, under properly constituted public authority and with adequate public financing, be made available to all people within the state.

2. That every county and rural community establish a legally-authorized recreation board or commission.

3. That all public authorities permit full utilization of available facilities; adapt present facilities for year-round community use; plan, design and construct buildings and facilities for year-round community use, with emphasis upon winter utility.

4. That thorough research and study be initiated in order to establish essential standards in rural recreation.

5. That public and private agencies cooperate in jointly supporting and conducting a recreation training program for professional and volunteer leaders.

6. That adequate salaries be provided to attract competent qualified personnel to rural recreation.

7. That public schools make available district transportation facilities for community recreation purposes, where needed.

8. That the section relating to training for leisure in the statement, "Framework for Public Education in California," issued by the California Framework Committee of the State Curriculum Commission, be endorsed as sound and comprehensive.

9. That state, county, school district and city governments cooperate in establishing, promoting, conducting and financing adequate public recreation programs in rural areas.

10. That public recreation be recognized as an essential governmental service.

11. That county boards of supervisors provide sufficient financial allocations for the hiring and training of personnel to carry on a well-planned recreation program, and for the maintenance and operation of available facilities.

12. That the planning of all public recreation facilities be coordinated through an appropriate local or county planning commission.

13. That public school facilities be made available and be utilized as community recreation centers in rural areas, and that future school facilities be planned for recreational, as well as educational, use.

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Books Received

MYSTERY MINE, Kenneth L. Sinclair. The John C. Winston Company, Philadelphia. $2.50.

PARTIES ON A BUDGET, Louise Price Bell. Prentice-Hall, Incorporated, New York. $2.95.

PRINCIPLES OF RECREATION, John L. Hutchinson. A. S. Barnes and Company, New York. $3.50.

SCHOOL PLANNING, Kenneth Reid. Architectural Record, New York. $8.00.

SPORTS THRILLS, ENCYCLOPEDIA OF, Jack C. Dawson. Hart Publishing Company, New York. $2.75; paper, $1.00.

SQUARE DANCE!, Ralph J. McNair. Garden City Books, Garden City, New York. $1.50.

WORLD'S FAVORITE RECIPES FROM THE UNITED NATIONS, THE, edited by the American Home Economics Association. Harper and Brothers, New York. Paper, $1.00.

Pamphlets

DESIGN, CONSTRUCTION AND OPERATING PRINCIPLES OF ELECTROMAGNETS FOR ATTRACTING COPPER, ALUMINUM AND OTHER NON-FERROUS METALS, Leonard R. Crow. The Scientific Book Publishing Company, Vincennes, Indiana. Cloth, $1.25; Paper, $1.00.

EXCEPTIONAL CHILD, THE, Report of conference held under the auspices of the Child Research Clinic of the Woods Schools, Langhorne, Pennsylvania.

FACTS FOR YOU, A STUDY ON ANNUAL REPORTS. Herbert L. Fisher, Box 1259, YMCA, Tampa 1, Florida. $1.00.

FEARS OF CHILDREN, Helen Ross. Science Research Associates, Incorporated, Chicago. $.40.

HEALTH INSTRUCTION IN THE SECONDARY SCHOOLS, H. F. Kilander. Federal Security Agency. Superintendent of Documents, United States Government Printing Office, Washington, D. C. $.10.

HERE'S HOW TO DO IT, Supplement Number One, catalogue of films. Physical Fitness Division, Department of National Health and Welfare, Ottawa, Canada.

HOW YOU GROW, Bernice L. Neugarten. Science Research Associates, Incorporated, Chicago. $.40.

LONG PLAY RECORDS OF JEWISH INTEREST, catalogue. Federation for Jewish Service, Omaha, Nebraska.

NATIONAL SURVEY OF RECREATION IN CANADIAN COMMUNITIES, sponsored by the National Council on Physical Fitness, the Canadian Federation of Mayors and Municipalities and the Parks and Recreation Association of Canada. Physical Fitness Division, Department of National Health and Welfare, Ottawa, Canada.

OFFICIAL BASKETBALL GUIDE, edited by Bernice Finger. American Association for Health, Physical Education and Recreation, Washington, D. C. $.50.

OFFICIAL RECREATIONAL GAMES AND VOLLEY BALL GUIDE, edited by Jane A. Harris and Dorothea Graham. American Association for Health, Physical Education and Recreation, Washington, D. C. $.50.

PUTTING ON A PLAY, Donald Wetmore. Physical Fitness Division of the Department of National Health and Welfare, Ottawa, Canada.

RECREATION IN INDUSTRY. Community Programmes Branch, Ontario Department of Education, Toronto, Canada.

REPORT OF THE SIXTH NATIONAL HI-Y CONGRESS. Centennial International YMCA Convention. Association Press, New York. $.60.

SCHOOLS FOR OUR TIMES. National Education Association of the United States, Washington, D. C.

SCHOOL SAVINGS JOURNAL FOR CLASSROOM TEACHERS. Education Section, United States Savings Bonds Division, Treasury Department, Washington, D. C.

SOAP CARVING IN THE CLASSROOM, Marion Quinn Dix. National Soap Sculpture Committee, New York.

SUMMER RECREATION, presented by the State of Minnesota, Youth Conservation Commission, St. Paul.

TEACHER'S MANUAL FOR TUMBLING AND APPARATUS STUNTS, Otto E. Ryser. William C. Brown Company, Dubuque, Iowa. $3.00.

TRAINING PLAYGROUND LEADERS, 1951 manual. Toronto District Recreation Directors and Community Programmes Branch, Ontario Department of Education, Toronto, Canada.

YELLOWSTONE NATIONAL PARK, tourist study, conducted by the Wyoming Highway Department Planning Division, the United States Department of Commerce Bureau of Public Roads and the United States Department of the Interior National Park Service.

Magazines

BEACH AND POOL, August 1951

- Plan Your Club Pool Now, Edward N. Donath.
- A Formula for Bathing Load Limits, Wayne A. Becker.
- The Hard Coal Filter Media, J. A. Oldenburg.
- Principles of Beach Front Operation, Mark L. Rennert.
- How to Promote Your Pool—A Symposium.

BEACH AND POOL, September 1951

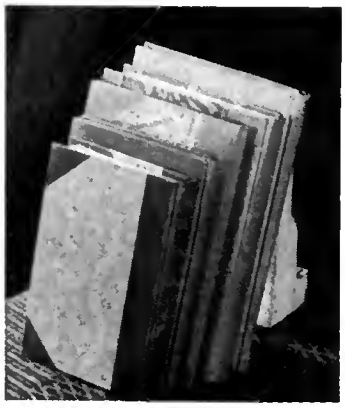
- Aquabolo, A New Water Game, James Rendall.
- A Community Club Builds a Pool, Dr. Charles A. Bowman, Jr.
- Methods of Cash Control, W. C. Stober.

PARK MAINTENANCE, September 1951

- Water Safety—What to Anticipate, John B. Dunne.
- Aeration Is New Approach to Care of Turf, Arthur J. Smith.

PARKS AND RECREATION, September 1951

- Niagara Park's Public Golf Course Is Opened, Maxine T. Gray.
- Planning the School Camp, George B. Tobey, Jr.
- Nature Bulletins Effective in Outdoor Education.
- South Dakota's Prairie Parks.
- Maintenance Mart.



new Publications

Covering the Leisure-time Field

Recreation for Older People in California

Prepared in collaboration with American Women's Voluntary Services of California, Incorporated, and the Department of Physical Education, University of California, Los Angeles. Printing Division, Documents Section, State of California Recreation Commission, Eleventh and O Streets, Sacramento 14, California. Paper, $.50 plus tax.

This pamphlet, while it uses information garnered in California, will be of great interest and help to any communities or organizations conducting recreation programs for oldsters, or planning to do so. It also will be valuable to volunteers and students interested in this phase of recreation.

The first of the four sections of this pamphlet includes a six-page statement about our aging population, the part recreation plays, how it can be used and community responsibility. This section sets the stage for the more specific ones which follow.

The second section is on the organization and administration of senior recreation programs. Its sixteen pages give factual recommendations about space, facilities, finance, personnel and so on.

Section three consists of thirty pages describing actual programs of this sort in various California cities, each account giving specific and detailed information.

Section four consists of an annotated bibliography of five pages, divided into three headings—program activities, general organization and administration and background material. Unfortunately, it omits the many interesting and important articles which have appeared in RECREATION, as well as in several other NRA publications on these subjects.

However, it is good to see thoughtful, accurate information of this sort presented in a single inexpensive form. We hope that, some time soon, a critical evaluation of centers and programs for older people will be prepared by some department or organization, so that the many present different and devious paths taken by such programs can be analyzed, studied and constructive recommendations made, based upon facts. In other words, the time will soon come when we need to take stock. Otherwise, there is a possible danger that centers and programs for older people may become as "faddy" and as ephemeral as many teen-canteens of several years ago.—*Virginia Musselman*, Correspondence and Consultation Service, National Recreation Association.

A Song in His Heart

John Jay Daly. John C. Winston Company, Philadelphia. $3.00.

Here we have the life story of one of the great contributors to the American treasury of folk songs, composer of the ever-popular "Carry Me Back to Old Virginny," "In the Evening by the Moonlight," "Oh, Dem Golden Slippers" and others, which have endeared themselves to singing groups throughout the land. The biography is fictionalized to some extent, for little is known of the life of James Bland except that he was born of free Negro parents in Flushing, New York, in 1854, was a member of various minstrel troupes and had a genius for turning out melodies.

Only thirty-five of his hundreds of songs were copyrighted, and not more than six or eight of these attained lasting fame, but much of his output was incorporated into the minstrel shows of the '80's and '90's or was adapted to the use of other types of musical entertainment, without credit to the composer. Bland indeed was forgotten by the public before half his life was over, and he spent his latter years in practical destitution. It was not until the past decade that interest was revived in the "Negro Stephen Foster," as he has often been called, and posthumous honors accorded him. One of these was the adoption of "Carry Me Back to Old Virginny" as the official song of that state.

Mr. Daly's book includes eight of the better-known Bland songs, with words, melodies and piano accompaniments. It also contains illustrations nostalgic of the era before the sweep of industry, when the minstrel show was at its height and gave us songs which we have not permitted to die.

Introduction to the book was written by Senator Harry F. Byrd of Virginia, who pays the following tribute to Bland:

"Although the people of Virginia owe a debt of gratitude to James Bland for having given the Old Dominion state its official song, his countrymen in the other states are equally his beneficiaries. During his lifetime, Bland composed over seven hundred songs. . . . Like Stephen Foster, . . . he felt the spiritual quality of the Negro race and succeeded in putting his feelings into words and music."—*Gertrude Borchard*, Correspondence and Consultation Service, National Recreation Association.

Recreation Leadership Courses

Sponsored jointly by the National Recreation Association and local recreation departments

January, February and March, 1952

HELEN DAUNCEY Social Recreation	Birmingham, Alabama January 7-10	Dr. I. F. Simmons, Jefferson County Board of Education
	Greenville, Alabama January 14-17	Frank K. Echols, Butler County Board of Education
	Gadsden, Alabama January 21-24	I. J. Browder, City Board of Education
	Opelika, Alabama January 28-31	T. H. Kirby, City Board of Education
	Scottsboro, Alabama February 4-7	Delbert Hicks, Jackson County Board of Education
	Binghamton, New York March 10-13	Miss Evelyn S. Emerson, Council Secretary, Council of Social Agencies, 32 Henry Street
	Richmond, Virginia March 24-27	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education
ANNE LIVINGSTON Social Recreation	Wilson, North Carolina January 14-17	Tom Miller, Director of Recreation, Municipal Building
	Salisbury, North Carolina January 21-24	Wade Hawkins, Director of Recreation, Post Office Box 453
	Charlotte, North Carolina January 28-31	R. Foster Blaisdell, Superintendent of Parks and Recreation, City Hall
	Winston-Salem, North Carolina February 4-7	Loyd B. Hathaway, Superintendent of Recreation, Department of Recreation
	Fort Pierce, Florida February 18-21	Woodrow Dukes, Superintendent of Recreation
	Southern District March 3-27	Ralph B. Van Fleet, 1747 Apache Trail, Clearwater, Florida
MILDRED SCANLON Social Recreation	Shreveport, Louisiana January 7-10	Clyde Stallcup, Superintendent of Recreation
	Oklahoma City, Oklahoma January 14-17	Alvin R. Eggeling, Director, Recreation Department
	Amarillo, Texas January 21-24	Jack Hans, Director of Recreation, Park and Recreation Commission, North Wing Municipal Auditorium
	Galveston, Texas January 28-31	William Schuler, Director of Recreation, Menard Community Center
	Alice, Texas February 4-7	R. B. Dixson, Superintendent, Recreation Department, City Hall
	Austin, Texas February 11-14	Beverly S. Sheffield, Director of Recreation, Post Office Box 1160
	Idaho Falls, Idaho February 25-28	James F. Infelt, General Secretary, YMCA
	Pacific Northwest March 3-28	Willard H. Shumard, 1628 Tenth Avenue West, Seattle, Washington
GRACE WALKER Creative Recreation	Port Chester, New York January 7-11	Port Chester Council of Social Agencies
	Ames, Iowa February 18-21	Miss Gertrude Skow Sanford, Extension Specialist, Iowa State College of Agriculture
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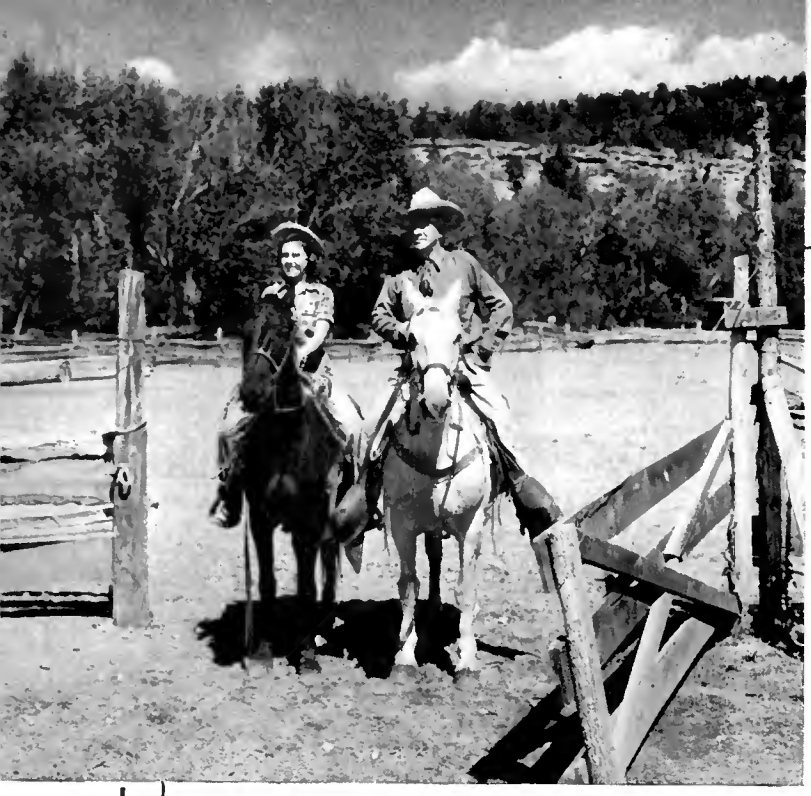

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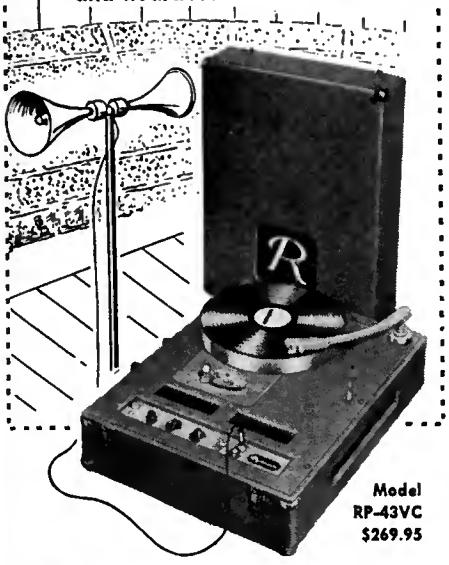

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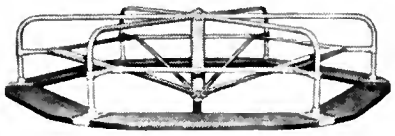

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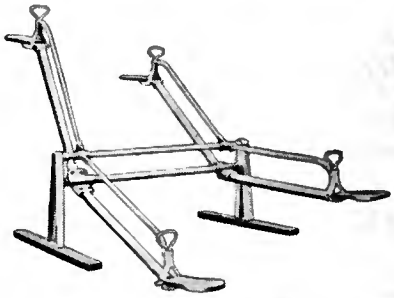

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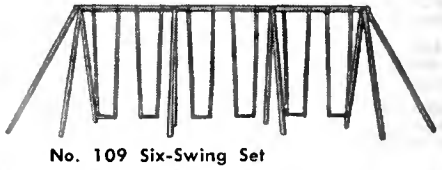

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Recreation*

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Vol XLV Price 35 Cents No. 9

Photo Credits
Page 483, United States Army photograph; 484, Captain Frances Rice, Army Special Services; 485, United States Army photograph; 487, Art Forde and Fred Carter, Seattle; 489, Manitowoc Recreation Department and Radio Station WOMT; 491, Harold L. Teel, Santa Ana, California; 493, United States Army photograph; 495, South Carolina State Parks (top), Tennessee Department of Conservation, Division of State Parks (bottom); 496, Indiana State Parks; 500, 501, G. J. Gray, Mason, Ohio; 503, Bernard Lehmann; 511, Otto Rothschild, Los Angeles (top), National Park Service (center.)

On the Cover
The birthdays of our great historical leaders always bring to mind the greatness of our heritage and prompt us to renew our own constructive work. Boys of the Madison Square Boys' Club of New York City depict the "Crossing of the Delaware" on the roof of their clubhouse five stories above the ground. The boys of the dramatic group participated, using a row-boat borrowed from Clear Pool Camp. The water stays on the roof waiting for cold weather to freeze it for ice skating. Photograph by courtesy of Albert B. Hines, Madison Square Boys' Club, 301 East 29th Street, N.Y.C.

Next Month
March RECREATION offers the variety of spring weather. Center stage are three articles on activities of older groups. "Performance Budget for Recreation" by Jesse A. Reynolds and John A. Donaho will prove valuable to administrators. Public recreation facilities are spotlighted in such different moods as "A Matter of Life and Death," a report on teaching service personnel swimming for survival and "Drama in The Parks—An Experiment."

RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the **Readers' Guide.** Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: H. Thayer Heaton, 415 Lexington Avenue, New York 17, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

"Loving Kindness" (Editorial), J. W. Faust ... 477
Recreation and the Personnel of the Armed Forces, Brigadier General C. W. Christenberry ... 483
Under the Canopy of Heaven (Brotherhood Week) ... 486
Developments in Soldier Music, Clarence L. Mills ... 492
Special Service Openings ... 494
Sources of Material for Cultural and Recreational Programs, Joseph Prendergast ... 498
Children's International Village, Mary Jo Schroder ... 500
Hats Off! ... 512
Outstanding Worker
Award Winners
A Thoughtful Gesture
1952 District Conference Schedule ... 516
Jump Around, A New Parlor Game, Ernest G. Dodge ... 522

Administration

Competitive Athletics for Boys under Twelve ... 489
Recreation Leadership in State Parks, Nelson Dangremond ... 495
State and Community Forests ... 497
Tape Recording as a Tool in Recreation, Bernard Lehmann ... 502
Concessions, Fees and Charges ... 506
Experiments with Surfacing under Apparatus ... 517
The Picture Isn't Complete, Dr. Hollis Fait ... 524

Program Activities

Music under the Stars, John Donnelly ... 487
Begosh and Begorra . . . It's a Party! ... 504
Community Hospitality for Service People ... 509
Music Week and the Recreation Department, Gertrude Borchard ... 510
How to Do It!—Make a Glow Candle, Frank Staples ... 513
Recipes for Fun—Social Games ... 519

Regular Features

Things You Should Know ... 479
Editorially Speaking ... 480
Letters ... 481
Personnel—Recreation Leadership Training Programs ... 488
—In-Service Training, D. B. Dyer ... 514
Suggestion Box ... 521
Recreation Market News ... 525
Books Received ... 526
Magazines and Pamphlets ... 526
New Publications ... 528
Recreation Leadership Courses ... Inside Back Cover

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

John W. Faust

"Loving Kindness"

THAT IS A SINGULAR CAPTION for an editorial in a recreation magazine! Isn't it? But wait. *Is* it so strange after all for a profession dedicated to helping others—a profession that, happily, cannot "command its parishioners" but only beseech and beguile them?

During the nine months past we have been thinking again through this whole question of leadership in the potentially great and significant field of recreation. Face after face appeared before us in the heartening review of the leaders we know and have known across the land.

But then one begins to wonder about some things. Why, for example, among equally competent technicians in our field, are only some great leaders? Why are others, of equal competence, merely technicians? Why do some instill in all they touch—individuals, neighborhoods, yes, whole communities—an added richness and fun in living? And again, why do others with equal professional equipment, leave these little changed? Why in one of our cities did most of the children in the neighborhood of an attractive playground walk by it, eight blocks, to another less attractive one? The personnel records of both supervisors were identical and good—in education and training. One notices at recreation congresses that certain men and women are in almost constant demand by younger leaders in the field for advice, consultation and encouragement. Why?

For some years we have had our own answer, but want two others to speak first. John Colt, who had taught at Princeton, been a bank president, a state official, editor of a newspaper and finally director of parole of a state—his proudest job, wrote us the week before he died: "One conviction which I hold with unswerving certitude is that if we want to accomplish anything with people, it can only be done through true loving kindness. This is a matter of the heart, as well as of the mind, and that is why we haven't accomplished more in human relations through all the thousands of years of recorded history. But it is the greatest work in the world and must and will go on."

Next, hear from an outstanding scientist and author, Dr. Ashley Montagu, chairman of the department of anthropology of Rutgers University. In his book, "On Being Human,"* he has brought together, for the first time, leading scientific data from the fields of biology, physiology, psychology and the social sciences in support of the principle that cooperation, not conflict, is the natural law of life. He has this to say: "Man is born for cooperation, not for competition or conflict. This is a basic discovery of modern science. It confirms a discovery made some two thousand years ago by one Jesus of Nazareth. In a word: it is the principle of love which embraces all mankind. It is the principle of humanity, of one world, one brotherhood of peoples.

"Man cannot live by bread alone—physiologically, biologically, psychologically and socially, he can retain his health and flourish only in love of, and cooperation with, his fellow man.

"Science points the way to survival and happiness for all mankind through love and cooperation . . . Men who do not love one another are sick."

The qualities of heart and soul and mind to which these men refer, we have for years labeled as a capacity for militant affection. We do not mean the kind of love that "as the creeper entwineth the tree trunk" and kills it. We mean an outgoing affection that envelopes and buttresses all those whom it touches, heartening and encouraging them to greater nobility of achievement. We mean that affection which resolutely sees the finest in people, believing that is what they are; one which makes it possible to kindly and affectionately admonish, and both to give and withhold with love.

This we believe fervently is the hallmark of truly great leadership. It raises such leaders and their works above the horizon.

For them, recreation leadership is not just a job, "security" and a pension. For them, it is a way of life—a dedication, a devotion to ideals of living. Its greatest compensation is to know that one has had a part in helping others burgeon out in the full bloom of living fully, richly, of "living for the fun of it" as Dr. Fosdick puts it.

Professional skills and competence are basic and essential, but they alone are not enough to merit the professional status to which we aspire. Status is merited and won by growth in stature, spiritually, mentally, technically. It is won by a steady deep flowing current of dedication and devotion to one's fellow man and the job. *Loving kindness, cooperation, militant affection* are the yeast that "leaveneth the whole loaf."

JOHN W. FAUST *is the greatly beloved dean of NRA district representatives, having devotedly served the association for twenty-eight years to date.*

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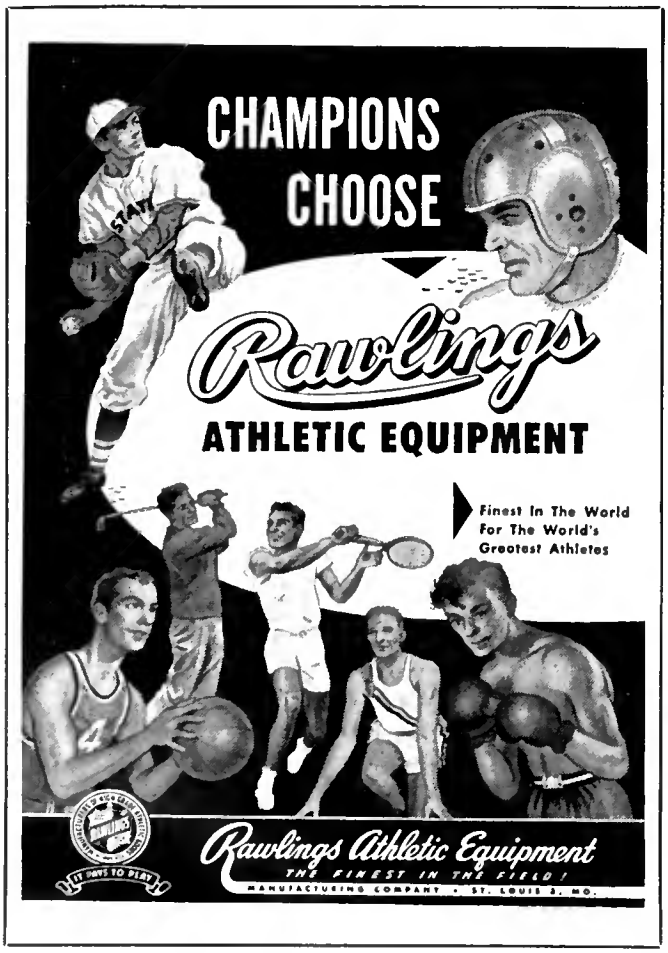
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Things You Should Know . .

▶ STANDARDIZED RECREATION TITLES and specifications have been adopted by the Westchester County, New York, Personnel Division for use in the county's town and villages. The Westchester Recreation Executives Association worked closely with the Personnel Division for eighteen months on this project. The executive's standard title is "Superintendent of Recreation."

▶ AN INVITATION TO SERVE on a new lay advisory committee of the New York Department of Hospitals has been accepted by Joseph Prendergast, Executive Director of the National Recreation Association.

▶ A NEW LEAFLET, *Recreation a New Profession in a Changing World*, published by the National Recreation Association is just off the press, and is being mailed immediately to all recreation and park executives and members of the association. It summarizes the training, experience and personal background needed for full time work with military and civilian recreation agencies. A handy guide for persons who counsel students considering careers, and for young people who want to enter the recreation field, it is available free upon request from the Recreation Association Personnel Service. Because the great demand for recreation workers by the armed forces, as well as by community recreation departments expanding to meet defense needs, has created a shortage of professional workers, the pamphlet was planned as a defense service of the association and was financed by United Defense Fund.

▶ CONSULTANT SERVICE ON PARK PLANNING problems was recently provided by the National Recreation Association's planning division to the Erie County, New York, Planning Board. Other studies completed during the fall months include an analysis of the recreation services of Oglebay Park and Oglebay Institute, Wheeling, West Virginia, and a recreation plan for the town of Franklin, Virginia. The replanning of recreation properties in Toledo, Ohio is continuing, with a preliminary report to be published in the near future. A series of area designs has been completed for the Callaway Community Foundation, Lagrange, Georgia.

▶ CHAIRMANSHIP of the NRA National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel, which is now being established, has been accepted by Dr. Paul Douglass, President of American University, Washington, D.C. Dr. Douglass, who now is on leave of absence from the university, recently wrote a stimulating editorial for RECREATION, which appeared in the December 1951 issue. He served as chairman of a panel of college presidents at the National Recreation Congress in Cleveland, in 1950, and as chairman of a panel on the question of recreation boards and commissions, at the Congress in Boston, in 1951.

Dr. John L. Hutchinson, Associate Professor of Education and Chief Advisor of the Inter-Divisional Program of Recreation at Teachers College, Columbia University, and President of the College Recreation Association, has accepted the first vice-chairmanship of the committee.

▶ INTERNATIONAL THEATRE MONTH is being promoted, for the month of March, by the American National Theatre and Academy, "to reflect the broad idea of international good will and emphasize those elements within the nation or the individual which build toward a better world."

▶ A NEW, SUBSTANTIALLY REVISED and expanded edition of the NRA defense pamphlet — *Community Recreation Programs for the Armed Forces* will shortly be off the press under the new title, *Off-Post Recreation for the Armed Forces.*

▶ AN INTER-DEPARTMENT COMMUNITY SURVEY FORM has been completed by the Minnesota State Inter-Agency Committee on Recreation. A member agency, the Department of Education, has done the printing.

▶ COOPERATION IS AGAIN BEING GIVEN by the NRA in the conferences of the Orange State and Georgia State Recreation Associations. The Second Annual Orange State Recreation Conference will be held in Orlando, Florida, February 29 and March 1. The eighth Annual Georgia Recreation Conference will be held in Atlanta, March 5 to 8, with March 6 and March 7 exclusively devoted to a leadership training program under the direction of Mrs. Anne Livingston. For further information, address the Orlando Recreation Department, or Mr. T. J. Crittenden, Secretary of Georgia State Recreation Association, 816 Play Lane N.W., Atlanta.

▶ AN ANNUAL CAMP CONVENTION is being held by the Association of Private Camps, at the Hotel New Yorker, New York City, on February 13 to 16, 1952, will be attended by over twenty-five hundred directors. It is open to organizational camp directors and personnel, and to private camp directors. Eighty-seven exhibits will cover camp equipment and supplies.

College Graduates

A large eastern city's recreation department is now accepting applications for the position of Senior Recreation Leader from college graduates with degrees in recreation or related fields. This is an opportunity to gain good professional experience in a well-established department. Salary range: $2,850 to $3,350. Write to Recreation Personnel Service, National Recreation Association.

Editorially Speaking

Will We Permit?

The people of any American community, in voting for or against the establishment of a fully public recreation program, supported by taxation, should ask themselves the following questions:

1. Will we permit our children to live dangerously on the streets, at the railroad crossings and on the river banks, or will we enable them to play constructively in recreation centers under competent leadership, on playgrounds, under healthful, supervised conditions?

2. Will we permit our aged, whose span is constantly being increased by medical science, to wither away, or shall we enable them to spend their remaining years in interesting and enjoyable leisure-time activities?

3. Will we permit the citizens of our town to become lost in the hustle and bustle of our modern society, with its tremendous physical and emotional strain, or will we provide them with extensive means for the worthy use of leisure time which will, in turn, better equip them to meet the problems of everyday living?

Recreation is not a luxury; it is a fundamental, human necessity which everyone, regardless of race, color, creed, nationality or economic status, should have an opportunity to enjoy. —Editorial appearing in *The Brunswick Record*, Maine.

Happy Books Are Unreal

According to Dr. Hanna Colm, clinical psychologist of Washington, D. C., the "happy emphasis in our children's books of today may be so unrealistic as to be harmful." Writing in the November 1951 issue of *Understanding the Child*, published quarterly by the National Association for Mental Health, Dr. Colm asks what may be the result of the present flood of books depicting the emotions which adults think children ought to feel, rather than their actual feelings, in so many instances, of loneliness, envy and anger. Many of today's books depict scenes of the child's everyday life. Dr. Colm contends that these should encourage him in his everyday *feelings* as well. It's difficult to have a new baby at home, for instance. Books emphasize the baby's cuteness and lovableness, thereby serving to make the older youngster feel guilty about looking upon the newcomer as an interloper and rival for Mother's affections. The psychologist says: "It has occurred to me that much of the passion children have for the controversial comic books is based upon the 'badness' of the characters one encounters in them. The people in the funnies have wicked and murderous feelings—they don't say 'nice Daddy' when they mean 'bad Daddy,' and still everything ends the good way in spite of this. The part of the child that feels murderous and hateful and envious can side with the bad people in the comics, finding an expression for his own bad feelings through them; and, yet, the good side of the child can be sure that the *good* people in the story will finally win out over the bad ones. With our unrealistically 'loving' books, we leave our children alone with the most frightening feelings of hate and envy, rather than helping them to learn to accept and integrate their bad feelings, after which the good feelings can emerge."

Encourage the Old

In a thought-provoking letter, addressed to the Seattle *Post-Intelligencer*, Judge Austin E. Griffiths, a board member of the National Recreation Association for many years, writes:

"Our waste of old age capacity is deplorable and is becoming more serious. Yet, there is no substitute for the fruits of living: skill, prudence, knowledge. The notion that the older we are, the less we know and that the younger we are, the more we know, is silly, mischievous.

"We should encourage the old people to rejoice in the use of their residual ability and strength. Nowadays, a job may be refused because of jeopardy to a state allowance. Pensions or not, elders, microcosms of great value, should live in the sunshine of usefulness, not as remnants, salvage for the Salvation Army. The year sixty-five is an arbitrary industrial Rubicon. Indeed is it not a reproach that men even in their forties find it more difficult to get jobs and are shunted to the scrap pile? Our high standard of living depends upon total productive power, whether we use machines or men. Although machines diversify and accelerate activities, no one should suffer on that account.

"The social-industrial order in peace and war should plan to utilize all sane persons, regardless of age—if only they plant gardens or keep watch and ward. It is hard for real Americans to be reconciled to unsought idleness.

"In one or more countries, busi-

nesses having more than so many employees take on a certain per cent of blind persons. Why not do so in our country and include all qualified old persons?

"Remember aged Ulysses who, after the fall of Troy, abandoned his island kingdom for new adventures: 'His gray spirit yearning in desire to follow knowledge like a sinking star beyond the utmost bound of human thought'?"

Rocking Chairs

SIRS:

We note that in "Rocking Chair Recreation Outmoded," in your October 1951 issue, the careful selection and adaptation of activities, the close coordination of the program with the medical staff and the accent upon active participation all find counterparts in the Veterans Administration hospital recreation program. This pleases and encourages us in that we find added assurance of the soundness of our ideas and programs with every instance of the success of a like program in a non-veterans administration hospital or home.

This story is a record of a real step forward in the development of hospital recreation as a profession. The California State Veterans Home and Major Hill may well be proud of their project of relegating the rocking chair to the attic.

W. H. ORION, *Director, Recreation Service, Special Services, Veterans Administration, Washington, D.C.*

Industry—Community

SIRS:

In reading Mr. Prezioso's article, "Cooperation of Industry and Community Recreation," in the November RECREATION, I get the impression that, if there is a lack of cooperation, it reflects upon the community or municipal director. I wonder if there is factual evidence to bear this out? I cannot imagine, nor have I ever seen, any municipal director who would not welcome a group with mutual interests, and especially an organized group from industry where leadership makes it a "natural." If you will pardon the personal reference, I have enjoyed complete cooperation in the community where I am presently employed and, also, in other communities where I have been employed.

If I may, I would like to make this observation. Municipal recreation departments are not in a position to compete or bid for the respective recreation services, yet are available to offer services requested. On the other hand, there are agencies and pressure groups within communities which actually compete for the industrial dollar allotted for recreation. This condition will probably exist until such time as industrial managements realize or understand the general policies of community recreation departments.

FRED A. WILSON, *Coordinator of Employee Activities, Scovill Manufacturing Company, Waterbury, Connecticut.*

Want a Good Job—No Pay?

SIRS:

Mr. J. Campbell Bruce's article in your October issue touches upon an always timely subject. There cannot be any doubt about the need for continued professionalization of recreation and group work. On the other hand, we have to be careful to balance such professionalization with the independent judgment of the community which we serve. There is no better way for assuring such balance than through the active participation of volunteers from the community in our work. That role of volunteer seems to me to be at least as important as the actual leadership work with our groups.

In this connection, let us not forget the thousands of volunteers who serve private agency boards and public agency advisory committees. They represent those whom we serve with common sense, devotion and sound judgment. Without them, our profes-

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sional work could easily lose its touch with reality. With them, we can be sure that professional judgment and community needs and feelings remain balanced.

Having just completed a successful Community Chest campaign, we also should not forget the thousands of volunteers who serve as solicitors. In Cleveland, more than a million dollars of Community Chest money is allocated to group work and recreation agencies. Without the help of those volunteer solicitors, those agencies could not do their jobs.

HENRY B. OLLENDORFF, *Executive Director, The Neighborhood Settlement Association, Cleveland, Ohio.*

"Cease Firing"

SIRS:

I heartily agree with the proposal of Ed Durlacher's article, "Cease Firing," in RECREATION of September 1951. And I should like to contribute what I can to its realization. Certainly cooperation, not conflict, should be the order of the day for square dancers. Square dancing by its very nature is dancing of the people, and all of us concerned with people's recreation should help keep square dancing as a means of fellowship and fun for all. Mr. Durlacher's suggestion that RECREATION be a cooperative clearing house for square dancers all over our nation is a fine idea for bringing harmony out of a situation beginning to head toward chaos. His idea stresses a sharing of points of view, experiences and dance forms, not a standardization. All will benefit on a level of mutual respect for each other's differences. This is the essence of democracy. In my capacity as a sociologist, I long have been interested in social recreation—particularly in folk and square dancing—which I, as an active devotee, enjoy thoroughly, and which, I believe, is one of the best mediums of achieving the fellowship so necessary to social well-being. I have, therefore, noted with some perturbation certain extremist trends that, if proceeding unchecked, will seriously damage the fellowship values of folk and square dancing. All of us of good will, then, should work together to maintain the congenial social spirit and the hearty social enjoyment inherent in the folk and square dance.

ARTHUR KATONA, *Association Professor of Sociology, Colorado Agricultural and Mechanical College.*

• Dr. Katona is the writer of "Whither 'Western' Square Dance?," about which so many letters were received. He feels that this article has achieved its purpose and he wishes to clear the air of speculation regarding its author. The tremendous interest shown in the article has demonstrated its timeliness. —Ed.

Articles Go Overseas

SIRS:

Illustrated reprints of articles appearing in American magazines, newspapers and other publications are supplied to the foreign press as part of the department's overseas information program, to give people of other countries a true picture of the United States and of the American way of life. Distribution is made by approximately one hundred United States Information Service posts in more than seventy-five countries.

HOWARD FLYNN, *Chief, Photo Facilities Section, International Press and Publications Division, Department of State.*

• The State Department's International Press and Publications Division has been granted permission to reprint the following articles from RECREATION: "The Building of a Recreation Center," February 1951; "A Summer Festival," June 1951; "A Successful Community Center," September 1951; "Lighted Schoolhouse Sock Hops," October 1951; "A la Robin Hood" and "The Character of Children's Museums," November 1951.—Ed.

Suggestions

Sirs:

I am sure that you try to do this, but because the actual scheduling of an activity takes place many weeks in advance of the event, why don't you have a section in RECREATION entitled "Better Prepare Now" or "A Look Ahead Three Months from Now?" You can pick a better title than either of these. The reason I raise this question is that on page 340, in the November issue, you have a list of Thanksgiving films. It's a question of proper timing. If one is planning a program for Thanksgiving, he probably would have it all worked up long *before* that issue arrived on his desk.

GEORGE T. SARGISSON, *Executive Director, Recreation Promotion and Service, Incorporated, Wilmington.*

• The list of Thanksgiving films arrived just in time to use in the November issue, and although we realized that it was late, it seemed better to use it immediately than to hold it for another whole year.—Ed.

Recreation and the Personnel of the Armed Forces

Brigadier General C. W. Christenberry

Brigadier-General Charles W. Christenberry, Chief of Army Special Services.

★ In acquainting myself with the program, past achievements and future goals of the National Recreation Association, I have learned many things which greatly encourage us in Washington. The fact that you have a special representative on defense matters in that city simplifies our problem of liaison. Your foresight in joint, cooperative effort with us, as with many other agencies, in meeting the problems connected with the overall defense effort, avoids duplications, helps in maintaining harmony among all contributing groups and strengthens the unity of service so essential to success.

We of the Armed Forces recognize and appreciate what you are doing; and we are vitally interested in taking every necessary step to enlist your vast resources, experience and leadership. You have been responsible in a large measure for the advancement in public recreation over the past forty-five years. Today, recreation has become an important part in the life of every American. Communities, industries and the military have come to realize that for an individual merely to work, to eat and to sleep is not enough . . . You have blazed the trail.

It is now a national concept that there is a direct relationship between good morale and efficiency. It is also a national concept that there is a direct relationship between adequate recreation facilities and programs and good morale. Today we are living in an age where great emphasis has been placed upon mechanical and scientific advancement and achievement. However, we all recognize the fact that we must not lose sight of the role played by, and the value of, the individual as an individual.

The recreation program—in fact, the entire military special services program—is challenging, since we are dealing with this intangible, morale. It is not a gun or a tank or a plane: yet morale is an important Army weapon for, without it, we cannot expect to win battles or wars. *It would not be consistent to expend the time, personnel and funds required to train one soldier during his normal duty hours and ignore the hazard which is involved in not having a properly-directed program in which to channel his off-duty time.*

The morale of his troops is not only the responsibility of, but a matter of vital interest to, every commanding officer. The efficient military commander has recognized the fact that he can no longer be content with limiting himself merely to a normal duty working hour interest in the serviceman, but that his interest must carry on into the leisure time of every man.

There is a new face on the United States Army. It is a young face. The concerted effort to recognize each youth, each soldier as an individual, and to help him further develop himself as an individual, stems from the President and the Congress of this nation through the Department of Defense, each arm of the service and to every military commander. The American soldier cannot be divorced from today's society, with all its advantages and technological, scientific and cultural advancements. The military is quick to recognize the difficulties in

During World War II, General Christenberry served as Adjutant General of Mediterranean Theatre of operations, and of Allied Forces in that theatre.

changing from civilian to Army life, and it is its responsibility to help bridge this gap.

One goal of our American way of life is to provide every boy who grows up in the United States the opportunity to participate in many recreation activities. When he reaches the age of approximately nineteen years, he can expect to serve in a branch of our Armed Forces. There may be a gap of one, two, or, in time of national emergency or war, more years before he is returned to civilian life. This

"We all recognize that we must not lose sight of the role played by, and value of, the individual as an individual."

gap must not be a sterile one. . . .

The period of military service for the youths of America occurs at a critical time in their lives. To deprive our youth of the benefits derived from these opportunities could seriously affect future generations. It is the *responsibility* of the military to see that the American youth does not deteriorate during his time of service. Perhaps we are reaching for the stars when I mention that it is the desire of the military to go even one step farther—*to make the American serviceman a better man for having been in the service.* We believe that planned recreation activities can play a large part in the morale of these young men, affecting their lives as responsible citizens of tomorrow.

As a fellow recreation worker, I share with you the burden of common public misconceptions about recreation. Just as you must justify your budgets before public bodies which are inclined to consider recreation solely as a matter of providing play areas for children, so must I justify my budget.

The way to make military service as helpful to the individual as we possibly can is to provide for him the largest possible number and variety of opportunities and encouragements for self-improvement. Much of what needs to be done is being done within the framework of the military structure. Our training programs, our military schools, our career plans are all a part of this process. On the free-time side, we offer the man in uniform broad opportunities in the religious field, in education, in recreation and in information.

Much of what needs to be done cannot be done by the military authorities themselves, and we must turn for help to the civilian community, to civilian agencies. And let me say here something with which I am sure you will agree: that the integration of our uniformed personnel into the recreational and cultural activities of the communities *rests with the local community.* As a matter of fact, the policy-makers of the National Recreation Association stress this in a defense publication titled *A Community Recreation Program for Armed Forces Personnel.** It is so important that it will bear emphasis here. The contributions by civilian agencies for maintaining a high level of morale and welfare among our Armed Forces, with the responsibilities localized impartially throughout the nation, is the American way of meeting this great need. Especially in our off-post free-time programs do we need help from such civilian institutions as the churches, the social welfare agencies, municipal governments, community organizations and just plain civilians. Even more especially do we look to community recreation agencies for support in this field.

In seeking the help of community groups, we invite the help of all groups and citizens of good will in the community. If there is one supreme principle which determines our approach to the community it is this—we believe in inclusiveness, not exclusiveness.

The kinds of things which we want from community recreation agencies are very simple. We want to be included in their regular programs. Athletics? We want invitations to our teams to join the league. Square dancing? We want invitations to our men to join the fun. Theatricals? We would like to see the productions and help produce them. Music, crafts, hobby programs, social life, nature study—whatever programs are interesting and good for the civilian community are programs in which we would like our young men and women in uniform to be invited to participate.

The serviceman in uniform is normally reticent and will not go where he feels that he is a stranger. The bars, the cheap dance halls and the dives welcome him as a friend. He is made to feel as if he "belongs." We would like to see the more healthful segments of the community give him that same feeling. We think that with imagination, initiative and persistence, the community recreation program imparts that feeling. It exists in many places throughout the nation, where recreation agencies are doing an outstanding job of providing a large number and a wide variety of healthful off-post free-time opportunities for servicemen.

The Armed Forces recreation program, developed over the last twenty years and still in the process of development, has progressed to the point where it now encompasses a world-wide program utilizing the full-time services of over four thousand professionally-qualified recreation specialists. The military has a peculiarly difficult job in programming because our facilities and the interests of our servicemen are affected by the particular geographical location of their post, camp or station. The recreation pro-

* Sent to all National Recreation Association members. Available to others on request.

gram accompanies the military around the globe. We must consider the man who serves under extreme climatic conditions, at isolated places and in foreign lands. Our difficulties do not end even here. We must also develop planned programs which can be successfully conducted in combat areas and under battlefield conditions. The recreation program accompanied the serviceman to Korea. It was tempered and changed to fit his needs. These needs vary, of course, as he is returned from the front lines to the rear areas.

The greatest single requirement for such a program is leadership. The President's Committee on Religion and Welfare in the Armed Forces issued a report entitled *Free time in the Armed Forces*, which deals with the over-all subject of special services and recreation. The committee concerned itself, to a very high degree, with the problem of leadership in the development and conduct of a free-time program. The National Recreation Association can help us develop leadership through its many devices for that purpose. The Army is endeavoring to establish the career of recreation on a recognized professional basis—to give stability to the free-time programming through a career plan.

Military personnel also need training to meet the recreation problems which they will encounter in the field. The Adjutant General's School at Fort Benjamin Harrison, Indiana, includes a Special Services Department, established to give officers training in administering and directing the Army and Air Force recreation program. The school also trains enlisted personnel in the techniques and procedures of organizing and supervising a general recreation program, and provides orientation for newly-employed librarians and service club directors recruited for overseas assignments.

The National Recreation Association has led the way in promoting the role of clinics for in-service training of personnel. Following the lead of the association, many military commands have conducted training conferences for librarians. During the past few years, several entertainment training projects have been held for the purpose of training enlisted personnel in assisting in the technical implementation of the entertainment program.

Members of the Special Services "Take Ten" show entertain men of the Third Infantry Division, Division Headquarters in Korea, with some good old square dance numbers.

In the field of sports recreation, several all-Army Coaches' Conferences have been held at West Point to furnish in-service training for military personnel engaged in operating the Armed Forces sports program. Also, from time to time, outstanding civilian sports officials have toured military commands, conducting sports officials' clinics.

Recently, several armies, with the assistance of the Department of the Army instructors, have conducted a series of recreation training conferences for service club program directors, crafts directors, special services officers and enlisted personnel. These conferences will continue to be conducted for the purpose of providing information, guidance and materials to recreation personnel. . . .

Concrete steps are being taken to provide for the best recreation leadership. We are training the best soldiers in the world. The best troops deserve only the best—in training, equipment and leadership.

In our zeal to elevate the role of military recreation, we must never lose sight of the primary mission of the Armed Forces — the military safeguarding of this nation. Our recreation program plays a vital role in military life but, of necessity, we cannot forget that the military's main objective is to protect and defend. To overemphasize our recreation program is to weaken its acceptance.

While the recreation program for military personnel is often considered as a military adjunct, it is not only this, nor should it be, nor can it ever be. It, in fact, comprises two components:

First, the actual military recreation program found on military reservations, posts, camps and stations and within military organizations at home and abroad in peace and at war. This portion of the program is conducted for all practical purposes by the service itself with its own funds, personnel and services.

Second, the civilian community recreation program, which largely involves the efforts of the local community to provide, through its own resources, recreation opportunities for service personnel which are comparable to those provided for its own citizens. On the higher level, this also involves the efforts of county, state and national agencies to encourage and facilitate these programs.

One of our important, but less apparent, needs is one that you can help us to fulfill from your local level—that is, the integration of service per-

sonnel within your own community life. By this, we mean inviting the individual soldier to participate in *all* of the different interest groups of the community—churches, clubs, fraternal orders, musical societies, little theatres. The realization of this integration cannot be accomplished by one individual or one group, but requires the encouragement of all the community's organizations, which can be tremendously assisted by the local representatives of the National Recreation Association.

One way in which we are preparing to cooperate with the National Recreation Association, United Service Organizations, United Community Defense Services and other national organizations offering service to the Armed Forces is by the establishment in the Special Services Division, The Adjutant General's Office, Department of the Army, of a *Community Services Branch*. Briefly, this Community Services Branch will provide a civilian field representative in each of the six Army areas, as staff advisors to the six commanding generals in all matters pertaining to the utilization of community services and facilities in their relation to each and every locality where troops are stationed and/or where dependents of military personnel reside. A small guiding, supervisory, policy-making staff will comprise a new branch in my Washington office, headed by the very best civilian we can obtain in this field. (Ott Romney, dean of the School of Recreation and Athletics of the University of West Virginia, has been named chief of the new branch.) The six field representatives will be fully qualified by experience and ability to work quietly and efficiently, in cooperation with the Air Force and the Navy and Marines, to bring about a unity of cooperation between the civilian and the military to a degree never before achieved. Much, of course, has already been done . . . but you would be the first to agree that much remains to be done. As you may know, the Air Force has had a similar Office of Community Services in Washington for some time, with five regional representatives in the field. . . . I feel that they are doing a fine job and have proved the worth and necessity of such an activity.

No matter how much civilian agencies want to do for units of the Defense Establishment, however, it is imperative that the responsibility for morale and welfare of our troops remain a *command* function; which means that each commander, from commanding general of an army to the commander of a small post, is charged with the duty of taking every step to produce an efficient soldier. This cannot be delegated. It can, however, be marvelously aided, abetted, guided and supported by community action. Hence, the soundness of establishing our Army and Air Force Community Services Branches, with civilian representatives working from *within* the military structure; and, by the same token, the great essentiality of the supply of community services from *without* (as the National Recreation Association and other national agencies are doing), coordinated always with the military commander and furnished in the *exact* way called for by his particular local problem. Thus, we hope that our field representatives, working with your regional men and those of the Air Force, as well as with those of the United Community Defense Services, the American Social Hygiene Association, the American Red Cross and other recognized national bodies, will make possible a new level of achievement in the unity of the defense effort.

The military has a great responsibility today. As the custodians of a large segment of American youth, it is the Armed Forces' solemn obligation to provide servicemen and women with cultural, religious and recreation opportunities to help them grow as responsible citizens of this great nation. With your help, we can aid this growth by developing, promoting and maintaining the Armed Forces recreation program at its highest possible level.

Under the Canopy of Heaven

General Carlos P. Romulo

Brotherhood Week
February 17-24
1952

We have a saying in Asia that all men are brothers under the canopy of Heaven. The problem of peace in our harassed world boils down to one word: brotherhood. Peace cannot be built on hate; it cannot be founded on conflict among nations; it cannot be established by means of wars, hot or cold.

Not until men learn to be brothers can they attain freedom from fear and security from want. This is the central lesson of our time, a lesson learned through the bitter clash of words in the United Nations, and taught all over again by the bloody clash of embattled hosts in Korea.

To recall this hard-learned lesson is to realize the tremendous importance of the promotion of brotherhood among men, in which the National Conference of Christians and Jews is taking a leading part. It is the best of all possible incentives for helping to make Brotherhood Week, this year and in the years to come, a shining success.

Helping to give the flesh and blood of reality to the ideal of brotherhood is one of the most effective ways of bringing about peace, understanding and cooperation among the nations. It is one of the most valuable gifts anyone can give to this generation and to posterity.

(Send for booklet *America's Number One Problem*—a short course on intergroup relations, National Conference of Christians and Jews, 381 Fourth Avenue, New York 16. See also "CHILDREN'S INTERNATIONAL VILLAGE," page 500 in this issue.—Ed.)

Music Under the Stars

John Donnelly

DURING ONE of the free summer light opera productions in Seattle's Volunteer Park, an informal survey party wandered through the audience which was sprawled on the grass, stopping now and then to ask someone why he attended these performances. The replies ranged from "Because I like music" to "None of your business," but the most frequent answer was "For relaxation."

The survey was cursory and not designed to prove anything. But it did indicate that Seattleites, after three years of listening to public concerts and operettas, have come to realize that music in the parks is a basic form of recreation.

Such a concept is comparatively new. Music has long been accepted as a medium of understanding between peoples; but its lofty place as an art had overshadowed its work-a-day function as a medium of recreation. It was something one heard on the radio or in a concert hall, not in a park—unless one counted the oompah of an earnest, and rather taken-for-granted brass band on the Fourth of July.

Today, however, rhythm and harmony are as much a part of recreation as are junglegyms and baseball diamonds. Symphony orchestras and choral societies can be heard in hundreds of parks throughout the nation. Most municipal park agencies conduct a program of music. Where they do not, they are eager to allow private agencies to make use of the parks for performances.

This awakening to the recreational function of music is based primarily upon a broad definition of the word "recreation." Say "recreation" to a layman and he immediately thinks of sports, sitting in a movie or any of a hundred things—except listening to music.

But say the same word to the professional in the field, and he will think of any act which refreshes mind and body by diverting attention from a work routine—including music. By applying this broad definition, music in the parks has progressed from scarcely-heard band concerts through music festivals to polished stage productions such as those sponsored by the Seattle Park Department in its "Music Under the Stars" series.

These outdoor light opera productions, complete with costumes and intricate lighting, can only be staged on a civic, nonprofit basis, since the financial risks involved are too great for private enterprise and its insistence upon profits. With the backing of a civic organization that is prepared to trade a financial loss for a recreational gain, "Music Under the Stars" has become an important part of Seattle's musical diet.

Park music has progressed from band concerts to the polished stage production. "Rose Marie," Seattle's Aqua Theatre, 1951.

Even with that backing, however, the ambitious musical program would have failed if the city could not have provided talented singers and actors who are willing to work long, hard hours for small monetary reward. There are, in every city, plenty of frustrated stars eager to forsake home and family temporarily to shine in the spotlight. But enthusiasm is no substitute for talent. Audiences expect entertainment, and there is none in listening to the soprano

MR. DONNELLY *is, at present, acting as the publicity director for the Department of Parks in Seattle, Washington.*

crack on a high note or in waiting for the hero to remember what line comes next.

Importing professional talent would have raised Seattle's production costs beyond the reasonable, so it was decided best to form a summer opera company. Salesmen, students, doctors turned out in surprising numbers for the auditions. About sixty of them met the standards set down by musical director Gustave Stern. Only a few of the sixty were former professionals: yet, in three years, the company developed into one of the finest musical organizations on the Pacific Coast. It was an application of the "do it yourself" theory. No light opera group existed, so one was developed. Superintendent of Seattle parks Paul V. Brown believes that similar groups, with equal skill, can be formed by other park agencies.

How large an appropriation is needed for a series such as "Music Under the Stars"? Superintendent Brown suggests a ratio of five to one—five thousand people benefited for each one thousand dollars spent, or twenty cents per beneficiary.

The formula is flexible, of course, and will vary with local conditions. Seattle has found that its "concert version" of light operas, using a narrator to "set" the stage verbally, thus eliminating many costly props and much scenery, can be produced for less than twenty cents per beneficiary. Other cities may need more.

But, says Mr. Brown, although the human body may be worth about thirty dollars chemically, the value of the human spirit has never been calculated. Until it is, recreation must proceed upon the assumption that spiritual values are beyond dollars and can be measured only in terms of service to the individual. For those who want athletic recreation, park agencies should provide the best possible facilities. For those who like community projects, park agencies should provide leadership.

And, for those who get release from daily tension through music, park agencies should provide music under the stars.

Recreation Leadership Training Programs—1952

(See January RECREATION *for other listings)*

Date	*Location*	*For Further Information*
February 9	Cooperative Recreation Workshop, University Settlement	John Trostle, 340 Cherry Street, New York City
February 17-24	Longhorn Recreation Laboratory, Athens, Texas	Captain Warren Knox, Route 4, Box 392, Austin, Texas
March (tentative)	University of Omaha Recreation Workshop	E. F. Gorr, University of Omaha, Omaha, Nebraska
March 13-15	Sixteenth Annual Recreation Conference	Lawrence V. Loy, University of Massachusetts, Amherst
March-April 12	New England Contra-Dance Institute, Washington, Oregon, California	Bob Hagar, Central School Building, Tacoma, Washington; Walter Grothe, 390 Liberty Street, San Francisco 14; Ralph Page, 182 Pearl Street, Keene, New Hampshire
April 1 (tentative)	Recreation Training School, White Plains, New York	Miss Vivian Wills, Westchester Recreation Commission, Room 242, County Office Building, White Plains, New York
April 4-5	Kentucky Folk Festival, University of Kentucky	James S. Brown, Rural Sociology Department, University of Kentucky, Lexington, Kentucky
April 13-17	Florida Park and Recreation Training Institute, Highlands Hammock State Park, Sebring	R. L. Fairing, Head, Department of Citizenship Training, General Extension Division, University of Florida, Gainesville
April 16-18	North Carolina State Church Recreation Workshop, Greensboro, North Carolina	R. E. Fakkema, Highland Presbyterian Church, Fayetteville, North Carolina
April 17-24	Ihduhapi Recreation Leaders Laboratory, Loretto, Minnesota	Arthur Bell, Box 491, Minneapolis, Minnesota
April 20-26	Buckeye Recreation Workshop, Urbana, Ohio	R. Bruce Tom, Extension Sociologist, Ohio State University, Columbus 10
April 25-May 3	Workshop in School Camping and Outdoor Education, Versailles State Park, Indiana	Reynold E. Carlson, Indiana University Department of Recreation, Bloomington, Indiana

Competitive Athletics for Boys under Twelve

The majority of recreation executives were opposed to any state and national competition at this age level.

• At the request of recreation executives participating in the session on "Standards for Sports and Athletic Programs," at the National Recreation Congress in Cleveland in October 1950, a committee was appointed by the National Recreation Association to consider standards of organized competition in sports and athletics for boys under twelve years of age. The committee was requested to study the problem and report its findings and recommendations to the 1951 Congress. Headed by F. S. Mathewson, Superintendent of Recreation, Union County, New Jersey, Park Commission, the committee—composed of twenty-four recreation superintendents, directors and college representatives—arranged for the National Recreation Association to distribute a questionnaire, in the name of the committee, to all recreation executives in the country. Its purpose was to determine the general competitive sports and athletic program practices of recreation departments and the current thinking of recreation executives on the various aspects of competition for the under-twelve age group.

Summary of Findings

On the basis of the 304 questionnaires received and tabulated during the period from July 16 to August 26, 1951, a number of findings can be reported.

1. A heavy majority of recreation departments approve competition on either an intra-center or city-wide basis for a number of activities, provided these activities are conducted with adequate controls. It is also clear that an overwhelming proportion of those returning questionnaires are opposed to state and national competition at this age level. State and national competition is most frequently reported for softball, baseball, basketball, track and field, in the order named.

2. Most departments use some modification of playing areas for the major sports. Wide variation in modifications is reported, a number of replies simply noting "smaller fields and playing areas." For baseball, softball, basketball and football, many different sizes of areas are reported in use. In addition to these areas for major team sports, reductions are reported by six for volleyball, one for handball, three for soccer, one for horseshoes, one for hockey and one for tennis. Reduced distances were mentioned by twenty for track and field, by two for swimming and two for skating.

3. A majority of departments say that it is not the general practice for teams in this age group to wear any special uniform for intra-center or city-wide competition. Even more diverse than the variations in playing areas, however, are the arrangements made for uniforms. Two hundred thirty require no particular brands of supplies or personal equipment. Fourteen use "little league" equipment and five designate equipment from specific sporting goods manufacturers.

4. Among those departments reporting partial or full uniforms for some or all activities, the greatest sources of funds for the purchase of these uniforms are from community and business groups and local merchants. Recreation budgets offer a very limited source. A clue as to the number of departments actually having teams playing with partial or full uniforms is indicated by the answer to the question: What happens to the uniforms at

the end of the season? One hundred thirty-four replied that the boys return the uniforms; thirty-seven said that they keep them. There is no indication as to the completeness of the uniforms.

5. Although a majority report desirable results from having boys wear uniforms, a considerable number feel that special outfits have undesirable effects upon them, upon the extent of participation and upon the boys not so equipped. Those who were impressed with the desirability of uniforming teams gave such reasons as:

Gives more interest to the game and adds inspiration.

Makes them feel more like ball players.

Creates parent interest.

Achieves better cooperation; youngsters are easier to handle and control.

Makes players proud of their uniforms.

Makes them play better.

The substantial group of executives opposed to uniforms said that the following effects on the boys were noted:

Players tend to think of themselves as big shots.

Expect too much from leader and public.

Do not want to play other games without uniforms.

Uniforms spoil them.

These ill effects were noticed on boys without uniforms. They:

Feel slighted.

Feel out of place and envious.

Become hard to handle and lose interest.

Tend to be slovenly.

Shop around for teams with best uniforms.

Leaders find it depressing, and creating bad habits.

6. Two out of three departments are not part of any national tournament or promotion campaign. More than nine out of ten departments which do participate in a national program say that local teams and leagues are co-sponsored. One hundred thirty departments report that local teams and leagues of boys organized as part of a national tournament or promotion campaign use the public recreation facilities. Forty-four do not. Eighty-eight sponsor such teams as a part of their program. Of this group, eighty-five co-sponsor the activity with other groups, usually service or civic clubs. One hundred forty-four instances of sponsorship by outside groups are reported.

7. Although community recreation facilities are used extensively by teams outside of the department, less than ten per cent said that these groups brought pressure for priority use of the facilities. About the same number said that too many outside groups were jeopardizing the regular department program by using the facilities in competition with the department's program.

8. About one-third of the departments report admission charges or collections taken at games connected with national programs. Of this group, more than three out of four departments do not share in the revenues.

9. About one in three departments indicates that there is some kind of participation from the community in state and national baseball tournaments. It is evident from the extent of returns on the questionnaire and also from the numerous comments given for the approval or disapproval of state and national competition that there is considerable feeling over this part of the organized athletic program for boys under twelve. Numerous authorities are quoted, with supporting evidence from educational and medical organizations frequently attached to the questionnaires. Generally, those who favor state and national competition cite these reasons:

Travel is good for the boys.

State and national competition serves as an incentive.

State and national competition is developing at a fast rate. It is going to exist and recreation departments should get on the band wagon so that they can control it as much as possible.

State and national promotions show the local citizens just how important athletics are for boys of this age. More funds are then made available for this purpose.

It is a good means of publicizing the recreation department.

It brings a lot of volunteers into the recreation program.

It is one of the most effective means of bringing together father and son around a common interest.

Those who oppose state and national competition for this age group insist that these disadvantages outweigh any advantages:

Such competition places too much emphasis upon winning.

It is too expensive a program for the relatively few boys it serves.

The boys are not mature enough physically and emotionally to stand the stress of this kind of competition.

Such programs stress specialization rather than broad participation in a variety of sports with greater carry-over values.

It comes too early in the boy's life and gives him nothing to which he may look forward.

Travel with too few and untrained adults is difficult.

Youngsters are forced to compete with adult standards.

Commercial sponsorship ignores their fundamental welfare.

Such programs have no justification.

10. About one in five report that the little league program is a part of their community, and about one in twelve recreation departments sponsor local little leagues. Although this study concerns sports and athletics in general, it is perhaps inevitable that most of the discussion centers around baseball. The phenomenal growth of the little league program in the past few years has brought recreationists and educators face to face with the problem of national competition for boys under twelve. This current study indicates that thirty-six out of 304 replying to the questionnaire approve national competition in baseball for boys of this age group. The development of baseball, since it was first recognized "as the national game of the United States" in 1872, by the magazine *Sports and Games,* has certainly moved in the direction of more and more intensive competition for a lower and lower age group. In recent years, local recreation departments have conducted more and more programs of organized athletic competition for boys of all ages. Practically every year-round department sponsors baseball leagues for boys in the various age

brackets under seventeen. The promotion of the little league program for ten- or twelve-year-olds has raised a number of problems in the whole field of competitive athletics for boys of this age, which need investigation and analysis.

11. Less than half of the departments report that young boys' teams playing in local intra-city competition are commercially sponsored. It should

Intra-center and city-wide competitions under adequate controls, were approved.

be pointed out that the questionnaire does not include a definition of "commercially sponsored." It is possible that there are several interpretations. Recommendations on restrictions and controls on commercial sponsorship for both intra-city and state and national competition are requested. A great variety of suggestions are made, among them:

Have the recreation department run the show.

Let the sponsors pay for uniforms, equipment and fees only.

Limit the money that the sponsor can spend.

Eliminate rewards for players.

Limit advertisements to the name of the sponsor only.

Limit sponsorship to exclude liquor establishments.

Limit uniforms or make them standard.

Do not permit sponsors to dictate rules.

Operate under guidance and supervision of recreation departments.

Some of these problems lend themselves to objective study and conclusions. For instance, it should be possible to reach agreement on standards of playing areas and equipment for organized team play. A great need is for the establishment of qualifications and the training of volunteer coaches. The financing of competitive athletics for boys of this age needs to be examined.

How much of the community recreation budget should go for a competitive sports program for the under-twelve group? Is it financially feasible to have separate facilities for this age group? Should community recreation facilities be reserved exclusively for adults during the evening hours? What health and safety precautions should be adopted for boys of this age? What competitive athletic activities are appropriate for their emotional and physical skill and maturity?

These are a few of the areas which need standarization, regardless of whether the competition is on the local playground, the school field or a national "World Series." Recreation leaders and educators might be able to establish standards on most of these matters without reference to any other group. On some questions, the cooperation of doctors and psychologists would be desirable and necessary.

Beyond this there needs to be a re-evaluation of the competitive athletic program in relation to the philosophy of the recreation movement. The recent scandals in amateur sports give added impetus for taking another look at the philosophy of certain programs of competitive athletics. The September issue of the *National Parent-Teacher* magazine carries an article on "Sportsmanship and Our Schools." This begins with the statement, "The apparent decline of good sportsmanship in our schools, both on the secondary and on the college level, has been a matter of grave concern to those who realize the bearing of such matters on character development." If, as educators insist, the formative years of a child's life have great bearing upon his ethical conduct as he matures, there is every reason to be concerned about the elementary-aged child's participation in competitive athletics.

The question of specialization in a particular activity at an early age is partially a question of values and philosophy. Does a boy of twelve or under lose some of the experiences which society holds to be important by concentrating upon a single or a few play activities? Does intensive competition in a few athletic activities give a child of this age the kind of experiences which will satisfy his current play needs and, at the same time, build a foundation for the best and fullest use of his leisure time as he matures?

These are questions of fact and value, for which all recreation departments seek answers. If state and national competition is accepted, even by a small group of public departments, there are additional problems which need investigation. What kind of provisions should be made for travel? How can the emotional and physical health of the participants be protected? What regulations should be adopted as to sponsors? These are some suggestions as to the kind of questions which need to be answered if state and national competition is to continue.

During a discussion meeting on this subject at the recent National Recreation Congress in Boston, October 1951, a representative of one of the commercial rubber companies stated that the little league program now consists of 749 four-team leagues and that promotion will be further extended through the medium of a colored motion picture recently made. In connection with the tournament on the local level, a show of hands indicated that only six would be willing to allow it; sixty-three were against it. The group thereupon recommended that the Committee on Standards for Sports and Athletic Programs be continued to further its study, and that its members meet with representatives of health, physical education and medical associations.

Following this recommendation, the committee called a meeting in December 1951, with representatives of little league baseball and of the AAHPER. Ott Romney, Chief, Community Services Branch, Special Services Division, AGO, Department of the Army, was also asked to attend. Plans have been made for further consultation with organizations on mental and physical health to see if they will conduct studies to determine the effect of competitive athletics upon children in the under-twelve age group.

Illustrating the importance of music in program.

DEVELOPMENTS IN

ONE WOULD SUPPOSE that the musical preferences of the soldiers of today would be more or less identical with those of the general public. If visitors to military installations expect to find be-bopping, jive-jumping barracks atmosphere, they are due for a pleasant surprise. The musical tastes of today's draftee undergo a definite change during his metamorphosis from civilian to soldier. As a soldier, he generally chooses to sing slower and sweeter melodies, leaving the neurotic turbulence of be-bop behind him. He prefers "Mockingbird Hill" and "On Top of Old Smoky" to "Dinah" and "Idaho."

Changes in musical preference displayed by military personnel have been noticed before. During World War II, a survey, conducted by the Special Services Division, revealed that the mean tempo of music requested by servicemen dropped gradually throughout the conflict. This phenomenon preceded a corresponding slow-down in the civilian entertainment field. The general musical tastes of the public were probably affected for many months after demobilization began.

Sociologists account for the preference of a soldier for more soothing types of music by explaining that he is socially in an environment which provides certain desirable securities. At least, he is sure of a regular income and has left behind him the uncertainties which he felt as a draftee.

The Special Services Division may have figured in the most recent musical slow-down of the Army. During the spring of 1949, the Army officially joined hands with the Society for the Preservation and Encouragement of Barber Shop Quartet Singing in America, Incorporated, (SPEBSQSA) in an effort to introduce barbershop quartet singing into the recreation activities of our servicemen. The Army-SPEBSQSA collaboration program has developed from limited liaison among top-level representatives of Army and SPEBSQSA to a widespread matrix of contacts among SPEBSQSA and Army personnel, involving technical assistance and personal appearances of SPEBSQSA units at Army post and unit levels.

Liaison has been recently established by the Special Services Division with several other national music organizations. The number of civilian organizations which have volunteered to assist in the development of the Soldier Music Program is quite imposing. Included with the National Recreation Association are the National Music Council, the Music Educators National Conference, Broadcast Music, Incorporated, American Society of Composers, Authors, and Publishers, American Guild of Organists, Phi Beta Fraternity, American Symphony Orchestra League, Music Publishers Protective Association and the National Federation of Music Clubs. And the list is growing!

The reserve of available volunteer leadership throughout the civilian organization is plentiful. With over five hundred thousand active members in nearly every city and hamlet in the nation, every Army post, camp or station has technical assistance near at hand for the asking.

Technical assistance may include, but need not be limited to, the compilation of program notes, the selection of recordings for libraries in service clubs and day-rooms, the repair of music instruments, the care and tuning of camp pianos, the organization of vocal or instrumental musical ensembles, the conduct of song fests and many other services, as the need becomes evident.

Many of the national organizations will supplement the present and future on-post entertainment programs by offering to post special services officers highly qualified musical shows, concerts and recitals. Package shows may include single specialty acts for blending into musical revues after they arrive on the military post. They may include disc-jockey programs for presentation in service clubs or libraries, music appreciation programs, folk ensembles of the hillbilly or Negro spiritual types and recitals by amateurs or professionals. They may consist of symphony orchestra concerts, concerts by professional ensembles or performances by students from nearby high schools or schools of music.

The principle of maximum use of volunteer leadership is a basic axiom of the Army recreation program and permeates all phases of soldier music activities. The reason for the support of this policy is that it is desirable to make the program an integral part of the soldier's life, rather than an imposed commodity which ceases to exist when professional leadership on the operational level is unavail-

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Clarence L. Mills, Captain AGC

SOLDIER MUSIC

able. When the conveniences of garrison life, including motion picture theatres and service clubs, are taken from him, the soldier is left to his own entertainment resources. Experience gained in field maneuvers shows that he is eager to use his talents and abilities to entertain himself and his fellow-soldiers.

It is the purpose of the soldier music planning staff to discover and make maximum use of volunteer leadership, both from within and outside the military community. Under professional staff supervision, soldiers have recognized the value of the Soldier Music Program and have actively participated in its many activities.

The service club on the Army post is the center for this program. Soldier music includes comprehensive vocal (soldier singing), listening (soldier concert series) and instrumental activities. These basic elements of the installation and civilian-level Soldier Music Program are included in the special services officer's plan of operation.

Service clubs on the army posts are centers for the Soldier Music Program. Above, bulletin board in Sonthofen, Germany.

Garrison and field living conditions make an abundance and a variety of entertainment desirable. In contrast to commercial entertainment, which is difficult to provide under field conditions, Soldier Music Programs depend largely upon the self-participation of the soldier. The program, in its ideal concept, and as advocated by the Adjutant General, consists of having organizers appointed who carry on their musical assignments in addition to their regular military duties and who know the best liked soldier tunes and unit songs. For example, every platoon should have an enthusiastic song leader and a campfire instrumentalist. Every company, or similar unit, should have a music organizer, a barbershop quartet, or other small vocal ensemble and, when possible, a day-room with phonograph and recordings. Every battalion should have a music organizer to promote a combo (small combination of instruments) or a hillbilly band, platoon singing contests and barbershop quartet parades. Every regiment should have a regimental music organizer to promote a dance band, soldier chorus, music festivals for hillbilly bands, combos and barbershop quartets. Candidates are readily available as platoon, company, battalion or regimental music organizers and know that such functions are in addition to other assigned duties. Under the technical supervision of the recreation director, these men are not necessarily musicians, but "sparkplug" organizers who handle unit contacts and inspire participation.

At a recent Sixth Army entertainment conference, the activity which attracted the most interest was the new comprehensive listening program—the Soldier Concert Series. Its objective is to stimulate active listening to music on the part of soldier participants by presenting a series of carefully-selected programs in all categories of musical entertainment. These include, but are not limited to, popular, semi-classical and classical, vocal and instrumental music. The presentations are conducted in such an entertaining manner as to attract the soldier's interest and to encourage and obtain his continuing participation. Listening to music, as well as active participation in musical organizations, can contribute immensely toward the stimulation and maintenance of the morale and welfare of the soldier. And, as can also be said of sports, music has the advantage of universal appeal. Active listening can be attained by presenting, in conjunction with musical programs, relevant and interesting information pertaining to the composer, the music or the performers. The enjoyment derived from each presentation is thereby intensified,

changing listening from a passive to an active experience which will cause the audience to listen rather than simply to hear.

Stimulation of active listening to music is accomplished only through programs of real musical enjoyment. These programs are not designed to elevate musical taste or to foster an appreciation of "better" music. Any well-planned and presented series of musical entertainments could undoubtedly broaden the musical awareness of the participant: but the establishment of musical culture as the immediate goal would probably result in a dulling atmosphere.

Generally, the programs proceed from the known or familiar to the unknown or less familiar. Careful selection is, of course, of paramount importance to such programs.

Next to the actual choice of selections, the prime requisite of music for enjoyment is a high performance standard. These standards refer to taste, fineness, showmanship and technical perfection within the musical limits of the idiom involved, whether the presentation be a simple folk song, a Tin Pan Alley ballad or a symphonic masterpiece.

Three sources of music constitute the media for the presentation of the Soldier Concert Series. They may be used singly or in combination and include phonograph recordings, film musicals and live entertainment. The basic element of the series is recorded music, since it is most widely available to troops. However, every effort should be made to include one film musical in each program and at least one live artist in each series of programs. Each medium enjoys general popularity with the average soldier, which indicates the validity of the program as a whole.

Nominated by many Army recreation personnel as the one most important innovation of its kind is the new "Armed Forces Song Folio" (formerly called the "Hit Kit"). This booklet contains eight popular tunes arranged for piano, with tuning charts and chords for ukelele. A barbershop quartet arrangement also appears in each edition. On the back cover of the folios are production notes for a theatrical presentation of one of the eight selections. Orchestrations of song folio numbers are shipped concurrently to all Army installations. Requests for additional copies of these booklets have been so numerous during the past months that allocations to commands, beginning July 1951, have been increased one hundred per cent.

The basic need of the American soldier-musician for association with musical affairs—the need to feel a part of an important activity which he knew in his home environment—cannot be minimized. For this reason, it is considered advisable to bring soldier-musicians into the social life of civilian communities, where opportunities can be provided for participation in civilian musical organizations. Civilian groups—organizations, orchestras, bands, church choirs, fraternal orders and so on—by being continually on the alert to invite military musicians to participate in their activities can, in this way, do much to create a friendly soldier-civilian atmosphere.

Special Service Openings

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area. Some may be sent to Korea, but only those who volunteer for this specific location. The following qualifications are required.

Age: Twenty-four to forty.
Marital Status: Single.
Health: Good.
Enthusiasm: High.
Education: College graduate or equivalent.
Interests: Arts and crafts, music, drama or social recreation.
Experience: Varying for different positions.

Civilian women also are needed for club work in other overseas areas. Applications on Form 57—available free from any post office—should be sent to Overseas Affairs Branch, Civilian Personnel Division, Office, Secretary of the Army, Old Post Office Building, Washington 25, D.C.

Women, ages twenty-four to forty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

YOUR 1952 CONGRESS

• Circle the dates of September 29 to October 3 on your calendar. They mark the 1952 National Recreation Congress to be held in Seattle, Washington. The Olympic Hotel already has been selected as Congress headquarters.

A local arrangements committee of Seattle and King County recreation leaders is beginning plans for special features which will remind delegates for years of what western hospitality really means.

Your Congress committee is busily working out a better-than-ever program for this important event. It would like to have your suggestions so that meetings and sessions can feature the topics in which you are most interested. If you haven't yet submitted your ideas, please send them, as promptly as possible, to T. E. Rivers, Secretary, Recreation Congress Committee, 315 Fourth Avenue, New York 10, New York.

The hunger for natural beauty expresses a basic human need. State and national parks are best equipped to meet that need, perpetuating such intrinsic beauty for the enjoyment of all.

All park recreation leaders should encourage individuals and groups to take full advantage of out-of-door opportunities, and engage in activities in line with natural surroundings.

RECREATION LEADERSHIP *in State Parks*

Nelson Dangremond

RECREATION LEADERS, park administrators and many lay people have, in the past, become involved in discussions of the fundamental purpose of the state in making available park areas for the use and enjoyment of its citizens.

In more recent years, there has been general agreement that "state parks must perpetuate for all time the outstanding scenic, historic and natural areas of the state in their original condition." If this statement were taken to its ultimate end, fences would need to be placed around all state parks and the public would be forbidden access. Very logically, a clause has been added to this policy of preservation . . . "for the use and enjoyment of the people for all time." The questions now arise as to what "use," type of "enjoyment" and methods of attaining these ends.

Herein lies possible controversy. Recreation leaders, trained in dealing with the leisure-time interests of people, believe in diversified recreation opportunities for all age groups. They know they must satisfy all levels of interest through the use of functional or direct leadership. A municipal recreation program endeavors to provide the greatest possible variety of recreation activity. A person trained in this broad field will be prone to use the same activities and methods when employed in a state park program.

On the other hand, state park leaders point out that extraneous activities not compatible with a natural environment should be discouraged, if not eliminated, in a state park program. These leaders also point out that their facilities are designed for use by those who wish to escape the pressures of organized society in the restful surroundings of a natural area, and do not wish to be supervised or have their activity organized.

There will be no controversy if both can agree that the human hunger for natural beauty expresses a basic human

Peaceful state park scene seems far removed from worries.

need and that state and national parks are best equipped to meet this need.

State parks have a fundamentally-solid program based upon sound objectives. It is a highly specialized form of recreation and an essential one to man's existence. Historically, man is a pastoral animal and needs contact with the good earth to be able to live in a modern society.

For untold centuries, he has lived close to the earth and, up to modern times, has been able to satisfy his inherent need for experiences in the out-of-doors. In this twentieth century, he has been divorced from such experiences and has become the victim of his own imaginative mind. Civilization is made up of machines and relationships which are constantly changing with every passing year. Natural beauty and varied experiences in nature never change. Man now seeks the security of these natural surroundings but knows not why. In a feeble effort to satisfy this basic urge, he comes to a state park with softball equipment in one hand and a picnic basket in the other. He is utterly lost when he gets out of sight of paved roads and well-trimmed lawns. He needs help to bridge this gap between familiar activities and his outdoor heritage. He must learn to give—to share with nature—and return refreshed from healthy out-door experiences.

Indiana state parks express this viewpoint on each of the trail maps distributed to park guests as they enter the park.

"Along the quiet trails through these reservations, it is expected that the average citizen will find release from the tension of his overcrowded daily existence; that the contact with nature will refocus with a clearer lens his perspective on life's values, and that he may here take counsel with himself to the end that his strength and confidence are renewed."

In a state park program, recreation leadership must be the connecting link between the individual and the natural environment. Such leadership must be of an interpretive nature and must promote activities which encourage individuals and groups to make the fullest use of their contact with the out-of-doors. An accepted activity should not be an end in itself. Each activity must be judged in its relationship to this sound thesis.

In order to effect the transition from city to forest, it is essential that initial meetings with nature be in a familiar atmosphere with many familiar activities.

It is a fundamental approach in all recreation activities to start with one that is familiar in order to lead on through an ever-changing pattern to the point where other fields of interest may logically be introduced. State parks utilize this principle when they provide facilities and services—such as well-landscaped public-use areas, open areas for sports, playground equipment, paved roads and modern cabins. Such facilities, along with many varied activities, are not the end objective. They are permitted and encouraged because they appeal to the familiar and thus tend to make the state park program attractive and inviting.

The use of extraneous facilities and activities cannot be determined by a positive yes or no. Their use can only be determined by their relative importance to the basic objective. If such activities as softball, swimming and shuffleboard become the major emphasis, the basic state park program has failed.

State parks have accepted and used recreation leadership, but not necessarily under the name of recreation. Some of the following will serve as examples.

A state park program is a supervised recreation program. Lifeguards, attendants, rangers, naturalists, foremen as well as superintendents, are all concerned with the supervision and control of the recreation activities of park guests.

All activities in which the park patron participates are under leadership—if carried on for more than one person at a time. After all, a picnic group has a father, mother, or volunteer, who serves as the leader and supervisor. Other groups may have a counsellor or a school teacher for supervision. Even "unled" teen-agers have a leader. Unless these natural leaders are helped, how can they be expected to utilize the program possibilities of a natural area to their fullest extent?

The group unfamiliar with the program possibilities of a state park will obviously carry on the type of activity with which the leaders are familiar. This may include low organization games or a series of variegated track events, which are quite all right—in and of themselves. But how much better it is to encourage activities which may or may not include the above, but do include simple, interesting and active programs which involve observation and awareness of the natural features and science of the area.

There has been some concern regarding the danger of regimented leadership in state parks. This concern has arisen because of the use of leadership unfamiliar with the concept of state parks, and the assumption that any park leadership or guidance in

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MR. DANGREMOND, *Supervisor of Recreation, Department of Conservation in Indiana, based his article on his address to Midwest State Park Association members, Spring Mill State Park.*

recreation activity must be direct leadership. Some of the most effective and most difficult leadership is indirect. Good recreation technique does not imply regimentation. Perhaps one of the best approaches may be classed as "enabling leadership." Most state parks endorse this type and, of necessity, regimented leadership—particularly in the case of a water safety program, where a lifeguard can hardly be expected to "suggest" if a man's life is in jeopardy.

It has been proved, to the satisfaction of the Indiana State Park Naturalist Service, that the best naturalist is one who has developed a recreational approach to his work. Such a trained leader is sensitive to the initial interests of the group with which he is working and can use good recreation methods to enhance the quality and carry-over value of his program.

A park recreation leader does not have to be a naturalist, but he must be versed in the basic sociological and psychological needs, interests and habits of people in their leisure time. He must believe in the values of outdoor experiences. The park superintendent calls upon the engineer to design a bridge and the landscape architect to enhance the natural beauty of an area through good design. So should he call upon the specialized knowledge of the recreation profession better to serve the park guest through the application of recreation techniques in the fulfillment of the primary purpose of state parks.

The knowledge and background of naturalists and guides, trailside museums, motion pictures, illustrated talks, trail maps, self-guiding nature trails and other accepted devices are essential. These and related types of interpretive programs are too numerous to discuss, but more, many more, are needed.

Such programs pay dividends over a period of years. Unfortunately, it is easy to neglect an interpretive recreation program since the results are so difficult to evaluate and so particularly hard to justify to a money-conscious legislature. But, if state parks are to fulfill their obligation to society, they cannot ignore this vital service. State park systems which are carrying out even a token of interpretive recreational work are earning the satisfying commendation of citizens who realize that their needs are being met. Such people talk about their state parks. Such people know state park objectives and will not permit desecration of the scenic qualities of an area. Such people will be the first to step forward when it comes to needed appropriations. Uninformed people will be complacent.

The state park administrator has learned that recreation leadership must be the connecting link between the individual's stated interests and the healthy use of the large natural area. He knows that recreation is not just physical activity on the sports field or children's programs on a playground. He knows that state parks are not essentially for the use of the relatively few who already know how to use fully the rich experiences of scenic areas. He knows that the knowledge of handling people in their leisure time is a specialized skill, and is willing to call upon the recreation profession for assistance in reaching all of the people with a sound, interpretive recreation program.

The recreation leader has learned that state parks have a specialized function to perform and that most highly-organized activities must be secondary to the more important objective of satisfying a basic hunger for natural beauty. He knows that he must maintain an abiding love of the out-of-doors in order to help maintain perspective. He knows that a state park must perpetuate the intrinsic beauty of outstanding natural areas for the use and enjoyment of the people forever.

With this mutual respect and understanding, state park administrators and recreation leaders will work together to effect a positive state park program that will be rich in content and result in meaningful experiences for park guests.

STATE and COMMUNITY FORESTS

A marked increase in the acquisition of state and community forests during the past decade is revealed by a report of the chief of the Forest Service. Every state now has some forest acreage—although the amount in some states is very small. In fact, three-fourths of all state forest acreage is in four states—Michigan with 3,860,000 acres, New York with forests and parks totaling 3,026,000 acres, Minnesota with 2,094,000 acres and Pennsylvania with 1,767,000 acres.

These lands serve a variety of purposes. Some, especially the smaller ones, are devoted wholly to recreational use; others are hunting grounds. In some, watershed protection is paramount; while still others are managed for timber production. Most of them, however, are administered on a multiple-use basis.

In 1949, the number of community forests had risen to 3,125 and the aggregate area to just under 4,500,000 acres. Only five states have no community forests, although twenty-two states have less than ten each. Wisconsin leads with 321 tracts, followed by Michigan and New York.

Community forests are usually smaller than state forests, but they are managed for similar purposes. Many are devoted primarily to recreational use. Schools or school districts have acquired many forest tracts to serve as outdoor laboratories for the study of biology and conservation. Cities often buy extensive areas to protect municipal water supplies. Since the war, many communities have established community forests as living memorials.

Sources of Material for Cultural and Recreational Programs

Joseph Prendergast

When I was asked to make this talk on "Sources of Suitable Material for Cultural and Recreational Programs," I thought I had a cinch! I'd just tell you all about the hundreds of books, bulletins and other publications of the National Recreation Association, recommend our fine magazine Recreation—and the job would be done! Then I began to think about this topic, "sources." What did it really mean? Was it really so easy to define? The best answer to that was to look it up in the dictionary! The origin of words is very often an excellent clue to their inner meaning, sometimes lost in everyday usage.

Did you know that "source" comes from medieval English and old French and means "to rise, to spring up," and that it also can mean "to plunge, to swoop"? Finding sources, then, isn't an easy, passive thing. It involves plunging into all the accumulated knowledge found in libraries and other centers of information. It involves swooping upon new ideas, wherever they may be found. It means springing up with your own spirits refreshed and your enthusiasm renewed. And, to be effective, this new information, inspiration and enthusiasm must run over into your work, be translated into a better understanding of your young people and a better opportunity for them to lead richer lives.

Emerson has said that "Beauty is its own excuse for being." Perhaps so. But for beauty to exist, there must be eyes to see it and hearts to feel it. Recreation, like beauty, does not exist in a vacuum. It is tremendously important—but important because of what it does for people. Like most things, it can be good or bad. Putting a paintbrush or a lump of clay or a basketball into a boy's hands isn't necessarily important. Being an expert instructor or leader in arts and crafts, music, dramatics, or sports doesn't necessarily have any particular influence for good upon the boys and girls of your center.

Once upon a time, such a statement would have been regarded as heresy in the field of recreation. More and more, we now realize that activity for its own sake and the mere teaching of new skills are not enough. What *is* important is what that activity, that new skill *does* for a person. The end result—the painting, the piece of sculpture, the game won—doesn't matter, only the intangibles—the satisfaction of accomplishment, the feeling of belonging, the new personal relationships, the satisfying of inner drives, the increase in perception and appreciation, the better adjustment to his environment that that person receives.

And that brings me back to our main topic, because the main source for suitable material for cultural and recreational programs is—yourself!

Mere knowledge, mere skill is not enough. Even love is not enough. Love can be misguided and misused. You've got to have knowledge and skills and love if you're to be a real leader, but you must also have *understanding*. Perhaps intuition or feeling is a better word for it. It's the ability to see below the surface—to know when to plunge and when to spring up. Feeding the spirit is much more important than training the body.

Understanding is knowledge that has been digested and absorbed, which brings me to my second point: Where can you get this knowledge that you must translate into understanding before you can be not just a good, but an effective, leader?

First of all, you must go to the past, upon which the present is built. There you'll find the results of long years of study and experimentation, upon which our modern theory and philosophy of recreation are based. Read *A Philosophy of Play*, by Luther Halsey Gulick. Read *Education Through Play*, by L. P. Jacks. Read *Play in Education*, by Joseph Lee.

You've all read American history. But how many of you have read a history of play in our country? Find out about it by reading *America Learns to Play*, by Foster Rhea Dulles. And follow it up with Jesse Steiner's *Americans at Play*. Then read *Twenty Years at Hull House*, by Jane Addams and *The Making of An American*, by Jacob Riis—and be proud of your profession. Many of these books were

out of print during the war, but they're in most libraries.

Then go into theory. What is play? Why do people play? Read *The Theory of Play*, by Mason and Mitchell and *Leisure and Recreation*, by the Neumeyers.

Learn about the importance and the values of leisure and recreation by reading Edward Lindeman's *Leisure: A National Issue*, Slavson's *Recreation and the Total Personality*, and John Eisele Davis' *Play and Mental Health*.

These, plus many others, of course, might be called the nuggets in the gold mine of literature in our profession. Don't neglect the pay dirt, however. As you read, and as your interest and understanding begin to soar, go to the periphery of the circle. Read books on your special skill or interest. Then go more afield and read books on *other* special phases. Learn more about them—the history of the theatre, the modern drama movement, music, the arts, both classic and modern, sports, crafts. The more you know of the others, the better leader you'll be in your own special skill or interest and the more understanding you'll develop. If you're a sports leader, you'll lose some of your impatience with youngsters who don't seem to like sports. If you're a crafts leader, you'll learn to be more tolerant of the youngsters who spend much time on the gym floor.

Then, of course, you'll have to read and keep on reading as much of the new material on your own specialty as possible. Selection of these is always a problem, so I advise you to read book reviews carefully, to browse at your public library and local bookstores, so that your critical values will sharpen and you'll get the best for your money.

I've mentioned literature on philosophy, history, theory, and techniques. I could not leave you without trying to emphasize another type of reading—and understanding that is very important. It may seem unrelated to recreation, but I assure you that it is not. And the type of reading to which I refer is on current events—in the newspapers, magazines, books and so on. Take, for example, this problem of civil defense. Perhaps you haven't thought of how it affects your work. Yet your agency may be called upon to extend its program because of a new industry in the community or a training camp nearby or a new housing development. The nationality groups using your center may change—all factors directly influencing your work and effectiveness.

So far, I seem to have talked mostly about printed material, old and new. I don't want to neglect other types, however—types which you may not have used as widely or as well as you should. What about films? There are hundreds of films now being used more and more widely in the education field, and capable of use in our field of recreation. What about radio and television? Are you using these media, or letting them use *you*? What about records? Your files and scrapbooks should include catalogues and lists of these, with *annotations*—which means that you should see and hear your material before choosing it.

An address given by Mr. Prendergast, executive director of the National Recreation Association, at the third National Catholic Youth Conference in Cincinnati, Ohio.

A profession is known by the techniques which it develops in an area of learning. The more important the profession, the more and better literature it produces. Go into a lawyer's office and you'll see the walls lined with books. Look at a doctor's library or upon the bookshelves of a scientist or college professor. Our profession is a relatively new one, and one of the encouraging signs of its health is the increasing literature that it is producing. Those of us in this profession must be willing to read and purchase this literature, if we expect it to continue to grow. In other words, we must be willing to support it; otherwise it won't be published.

We must also add to it. Many of us are doers. We are used to doing things—using our hands and bodies actively—and we're often too busy in our work to take time to sit down and *write*. And yet, many of your people here have developed new techniques which would help other leaders, planned special programs which are original and exciting, designed new crafts projects, thought up new methods of coaching. It's part of your job to pass these along. There are many outlets for such material in the various professional magazines. Our magazine RECREATION would welcome such contributions.

The last, and not the least of resources of increased understanding, is not found in printed or in visual-aid form. It is human and therefore the most interesting of all—other people! Take time to talk to them—the butcher, the baker, the candlestick maker, the boy and girl in your center, the child in your home or on your street. And don't just talk—listen! Don't be so wrapped up in your own interests and your own work that conversation with you almost is a monologue. Relax and listen! You can learn more about what people like and dislike, their fears, their faiths, their dreams—what they are really like—by quietly listening than by any other method. Interpret what you hear with tolerance, understanding and a real affection—and your work will have added strength.

It is my firm conviction that only by giving can we receive. The more we have to give, the more generously we give of ourselves, the greater the rewards of inner strength and inner growth will be ours. Read John Donne's great poem with its often-quoted lines: "No man is an island, complete in itself . . . Never ask for whom the bell tolls. It tolls for thee."

And if I may be permitted to quote a Protestant minister: "Character is a victory, not a gift." The world—its past, present and future—is full of inspiration and help to us in living richer lives and helping others to reach out for new horizons. The sources are many and varied. Whether we use those sources wisely and well is the factor between success and failure, not in the monetary meaning of the words, but in life itself.

Ingolf Stahl, Swedish editor of the Summer Village newspaper, expressed in youthful way his idea for a better world; Barbara Crosby copies it for her American friends.

Children's International Village

Mary Jo Schroder

THE CITY OF CINCINNATI, in Ohio, was host to the first Children's International Summer Village, held at St. Edmund's Camp, one of the city's established camps. This project was an "experiment in living" whereby, through the children's camping together, new insights into the problems of international understanding might be found. This initial attempt was experienced by fifty-four children from nine different countries—namely, Norway, Sweden, Denmark, Germany, Austria, France, England, Mexico and the United States. Each country was represented by three boys and three girls between the ages of ten and twelve, with one man and one woman acting as adult chaperons and interpreters for their group. Since Cincinnati was the host city, the six American children were selected from the Cincinnati school systems upon the basis of being outstanding students with pleasing personalities, high moral standards, leadership qualities and the ability to learn quickly. In addition, each had to represent a different religious and social background.

To select the young delegates from the foreign countries, an American representative for the project went abroad to make the necessary arrangements in cities chosen at random. In some places, she met with people familiar with the project; in others, she had to decide whether to plan with the school system or with interested individuals who would form the committees which would choose the youngsters to represent their countries. Each group—of some eight to ten people—had its own method of selection, although the basic qualifications were the same everywhere. Several committees, such as the one in Stockholm, preferred Cincinnati's method of selecting the six best qualified children from the list of candidates submitted by its various schools.

The camp operated for the month of June, during which time the children lived, played and worked together, exchanging customs and dances of their respective countries.

The idea, plans and organization necessary for such an undertaking were initiated and motivated by Dr. Doris Twitchell Allen, a member of the psychology department of the University of Cincinnati. Interested educators and individual citizens soon caught her spirit and aided in the promotion and realization of this one-time dream. The experiment, financed by voluntary contributions from private groups and individuals, paid in full all expenses of all the delegates to and from their countries as well as during their stay in the United States. In addition, it paid the normal operating cost of the camp.

The Cincinnati Public Recreation Department, through its nature and camping staff, participated in the program by highlighting American Indian lore, dancing and legends. The youngsters were spellbound by the new experience of learning authentic Indian dancing, making their own costumes, tom-toms, peace pipes, rattles and so on—all phases typical of the ancient culture of the American Indian. Likewise, they were fascinated by the art of rope-spinning because they had already become captivated by the "Hop-a-long Cassidy" interests of young Americans.

The girls from most of the foreign countries were particularly intrigued by the American game of "Jacks," which is played so differently in Sweden and France. In their countries, "Jacks" is played without a ball, but with six odd-shaped solid objects about the size of ping-pong balls. One of these has to be thrown into the air and caught before it touches the ground.

Especially noteworthy was the basic skill of the foreign children in swimming. In European countries, the breast-stroke seems to be taught as basic stroke, probably because of its usefulness in life-saving. These children found much novelty and enjoyment in our overarm, back and side strokes.

American children in their free time like to do social dancing; whereas their European friends preferred folk dancing and greatly enjoyed learning

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Youngster, on first visit to America is fascinated by costume of first American.

A bit of Denmark in Cincinnati. A folk dance exchange was the order of the day.

Swedish hopscotch. Games of different countries were played by all children.

American square dances.

Lastly, it was gratifying to hear all the groups from each of the nine countries singing, in their native tongues, such familiar tunes as "Auld Lang Syne" and Brahms' "Lullaby."

Obviously, the chief aim of the village was attained. It was quite noticeable during the first few days of camping that the children from each country segregated themselves from other groups. Soon, however, when choosing sides, they selected players on the basis of ability rather than nationality. Likewise, during free periods, boys and girls alike were eager to learn soccer from their Scandinavian friends, cricket from their English pals, the crawl, softball and square dancing from their American colleagues. Language differences presented no problems. At the end of the month, all campers had lived and played harmoniously together. The once enchanted American way had become a reality to them. On the last day of camp, many tears were shed because the children wished to remain in America. The following comment truly expressed their feelings: "We would be willing to sell our clothes so that we could stay at least one week longer in your wonderful country."

The Cincinnati Recreation Department itself was host to the Swedish chaperon, Captain Eric Thor, a supervisor of recreation in the city of Stockholm. During a personally-conducted tour, various phases of the recreation program — maintenance, construction and activities of community centers and playgrounds—were observed and explained. The reciprocal experiences and exchange of program ideas typical of Stockholm vs. Cincinnati were refreshing and challenging to all.

Through Cincinnati's "youthful experiment in living," it is hoped that this first step taken by the United States may contribute, in some small way, to the end of international problems and the start of eventual peace. Each country represented at the summer village was selected because of a like interest in establishing a similar experiment in the future. Stockholm and Paris are vying for the honor of entertaining a similar group.

Children from (l. to r.) Mexico, America, England, express interest in nature.

Junior world leaders engrossed in "game of living" rather than a "game of war."

TAPE RECORDING

"HURRY! HURRY! Step right up, ladies and gentlemen. See the man with twenty fingers and twenty toes. Yessiree, ladies and gentlemen, it's a most revealing experience . . ."

Carnival talk, like the above, with carnival music in the background, shouting popcorn vendors, interviews with the show performers, descriptions of the carnival booths and their featured attractions helped to make a tape recording which reproduced the excitement that greets us when we attend a carnival. The seventy boys at the YMCA camp on Flatrock River, near St. Paul, Indiana, who were using it, had the feeling that they were at a real, honest-to-goodness carnival because of the atmosphere it created.

The unending possibilities of using a tape recorder in the field of recreation should prove interesting to the recreation leader. These uses include, among other things, providing music, improving dramatic productions and techniques of public-speaking clubs and self-evaluation. For parties, tape recordings can be invaluable as icebreakers—with man-on-the-street type of interviews, for putting on a radio show or, perhaps, simply acting out a story.

When music is needed for a square dance or a social dance, there is the possibility that the neighborhood record store will permit tape recordings of their music in exchange for publicity.

Sound effects, such as a boat whistle and waves splashing against the side of the vessel, may be used to help visualize a scene when recordings are made of community sings on boats.

The use of sound effects, to give realism to dramatic skits, is unexplored. For instance, with the aid of a microphone, simple gadgets like a tin cricket become a machine gun or a typewriter, balloons filled with BB shot realistically change into thunder or ocean waves striking the shore and, if the volume is adjusted to high, the sound of the BB shot could even resemble an explosion. Cellophane when crinkled before the microphone, sounds like crackling fire or falling rain. The imagination can further be stretched with the use of a collection of sound effect records. These are obtainable at regular sound effects libraries.

Indiana University offered many opportunities to Bill Carlock and the writer to make use of recording equipment. The campus Echo Recording Service recorded campus talent and provided novel entertainment.

The first experience with our own entertainment idea was off the campus at the state Y's men's convention. The social chairman helped choose eleven men and their wives for character parts, and two skits were staged.

The highlight of the evening came when it was announced that a tape recording had been made of both. The volume control meter on the tape recorder was used to determine the amount of applause. The audience was told to applaud the loudest for the skit that they preferred and the highest reading was easily determined.

Candid recordings arouse the most interest of all techniques. For example, Jean Hoffman, who is majoring in recreation at Indiana University, and the writer were assigned a party theme project in a class called "Techniques of Social Recreation." A "Kiddie Christmas" was the theme. A throne for Santa was set up and the microphone concealed in a box decorated with crepe paper and loosely covered with lollipops. A low seat was placed in front of the throne so that students would automatically be close to the microphone when they told St. Nick what they would like for Christmas.

As soon as the students arrived, they were given a pair of scissors, crepe paper and string. The object was for them to make some parts of a kiddie costume, such as a hat and suspenders.

After this activity for first comers, another recreation student arrived in a Santa Claus suit. He took his place upon the throne and asked the "little boys and girls" to come, one at a time, and tell Santa what they would like for Christmas. Their requests ranged from Frank Sinatra in a striped suit to Rudolph the Red-nosed Reindeer. After Santa left for the North Pole, everyone was asked to sit around a large Altex speaker. Without a word about what was going to happen, the tape recording was played back.

Tape recordings helped prepare the Bloomington Toastmasters for a special television program of the group in action. The toastmaster, four speakers, four evaluators and the grammarian held a dress rehearsal at the regular meeting of the club before the television program. After the meeting, all the toastmasters helped evaluate the recording just made. During the television performance, another recording was made of the thirty-minute program. Afterwards, the toastmasters enjoyed listening to their speeches, and those who desired a copy were given a disc recording.

The Junior Toastmasters, a group of students sponsored by the Bloomington Toastmasters, used a tape recording at each of their weekly meetings. The main speakers were recorded along with any toastmaster who requested a record. This scheme served as an excellent basis for self-criticism. Copies of most of the speeches were transferred to discs for souvenirs and later for comparison with other speeches.

When free ballroom dancing instructions were given to university students, popular music was recorded on tape and played in the auditorium. Records

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Bernard Lehmann

as a Tool in Recreation

were borrowed for this transfer to tape from the stacks of a local record dealer in exchange for publicity. This method was especially convenient when hard-to-get records were needed to teach the tango, samba, or rhumba.

Evaluating the singing of choral groups by tape recording the voices during practice sessions is the method used by one choral teacher. He also records the piano accompaniment and uses the tape recording instead of a piano during rehearsal periods.

While at camp, the boys loved to have their songs recorded. If there was not enough time to play back the songs the same evening, it was fun to play them back while they were eating. Sometimes two cabins would have a contest in singing. Both would make a recording and the rest of the campers would listen and judge the winner. The applause meter helped considerably.

"Who is the talking boy?" "What will be the next clue?" "Shall I really get breakfast in bed for guessing who the talking boy is?" These and many more questions kept excitement high at camp for one week, as the result of a tape recording stunt. Here's how it was done.

Bobby Dicky became the unknown talking boy. One night, while the rest of the camp was sleeping, Bobby tape recorded five separate clues to his identity. Posters were distributed around camp, advertising a chocolate milkshake, a silver dollar, and breakfast in bed to the one who guessed his identity, a gift being added each day as the contest continued.

On the opening day, the first clue was given over the public address unit of the tape recorder. An announcement was made that each contestant should submit only one entry each day and that the winning name would be announced as soon as the talking boy was identified. Additional records of Bobby's voice were played daily, giving more and more new clues.

Another interesting camp activity was the learning of simple Indian dance steps. The Indian drum music, recorded on tape by Rudolph Terrazas, an Indian from Albuquerque, New Mexico, and used for instruction, had a great deal to do with the interest shown.

For modern dance recitals or, possibly, a musical stage show, tape recorded music can add to the performance if the recreation budget will not allow live accompaniment. Having local musicians tape record the music can personalize it. Maybe just a piano player can accompany all the rehearsals through this same medium. Someone may say that a piano player can save time when a particular chord needs replaying during practice. This is true, of course, but considering the economy of using tape, it is not too much to wait between five and forty seconds for the accompanying music. With a special attachment to the recorder, the operator can tell exactly how far to rewind the tape in order to replay the desired music. However, this fast playback is possible only when the recorder has a fast rewind.

There are many excellent tape recorders on the market. I, myself, find the Magnecorder to be one of the best of the portable models. Because of its versatility, it is a money saver to its owner. Among its features are twelve hundred feet of recording tape rewound in forty seconds, which means almost instantaneous playback, and with proper cueing, even a musical note can be found. As a public address system, the recorder amplifier has powered two twelve-inch speakers, one sixteen-inch speaker and a large outside horn. It can be used as a booster for another amplifier. Added pieces, such as microphone mixers and adapters for using larger reels of tape, may be purchased at a later time without discarding the equipment already bought.

Although a higher-priced recorder is desirable, lower-priced machines will give excellent results. Actually, it isn't necessary to buy any equipment; recreation leaders who need a tape recorder for only a short time would do better to rent a machine.

The most economical feature of tape recording is the tape itself. Twelve hundred feet of tape will play from fifteen minutes to two hours, depending upon the recorder. The cost of twelve hundred feet is $3.60 when ordered from a supply house. The tape (plastic) will last as long as ten thousand playbacks without any loss of quality or added surface noise. When compared to a Bing Crosby recording, which will last approximately 150 re-

A young miss entertains as tape records.

plays, the tape is costless. But this low cost is not the real advantage, for the important feature is that tape can be erased as easily as a blackboard when the recording is no longer needed. A new recording on the tape can be made at the same time.

With the tape recorder as a tool in the recreation leader's hands, a new and helpful twist is added to his program, combining fun and usefulness.

Begosh and Begorra . . .

IT'S A PARTY!

Oh, St. Patrick was a gentleman,
Who came of decent people;
He built a church in Dublin town,
And on it put a steeple.
His father was a Gallagher,
His mother was a Brady,
His aunt was an O'Shaughnessy,
His uncle an O'Grady.
So, success attend St. Patrick's fist,
For he's a Saint so clever;
Oh, he gave the snakes and toads a twist,
And bothered them forever!

YES, IT'S A CAREFREE abandon that characterizes the celebration of St. Patrick's birthday—a light-heartedness that stirs and warms the heart of everyone, whether he owns a drop of Irish blood or not. It is this bright spirit which should permeate all activities planned for March seventeenth. So, with this in mind, here are a few suggestions and the top o' the day to ye!

The Invitation

Whether your invitation takes the form of a shamrock, pig or the Emerald Isle, green is the color for your design. With ink of a different color—white usually is best—write or print a clever rhyme, including time, place and date. Here's one:

Come and join the pigs in clover
E'er St. Patrick's Day is over.
Whether you're Irish or whether not,
You'll find the (place) a festive spot.
(address)
(time) (date)

Irish Shenanigans

Museum of Ireland—Before your party, make up small notebooks, in the form of shamrocks, for each guest. Tell the players to write their names upon the green covers. They are next invited into the great Museum of Ireland, where everything on display on a long table is, in some way, associated with Ireland. The guests use their notebooks to enter the exhibits by their numbers and to tell what they represent. There will be many puzzled frowns, and probably no perfect lists, so give a prize to the one who scores the highest number of correct answers. Here are a few of the exhibits which you may include:

1. A drop cookie, full of nuts. (Shamrock)
2. A big cork. (City of Cork)
3. A wilted rose. ("The Last Rose of Summer")
4. A bell sewed to the tablecloth. (Belfast)
5. A large green glass stone in a saucer of water. (The Emerald Isle)
6. A raincoat. (Ulster)

Pat's Path from Pathos—Guests are given typewritten sheets of the following story, with blanks for adding the words—each beginning with the syllable "pat." If you're very ambitious, these sheets may even be made into booklets with cardboard covers, suitably decorated. Allow a limited time for this game for all contestants or award the prize to the first contestant handing in a perfect copy.

The Story—One windy March day (Patsy) was busily engaged (patching) her dress. Her (patience) was sorely tried in attempting to match the (patches) to the (pattern) in the goods. As one looked at her, it really seemed (pathetic) that she must try so hard to make ends meet. However, she was a true (patriot) and did not complain of her lot. In fact, as she worked, she hummed an old tune of Ireland, the land of her (paternity).

All at once, she was awakened from her reverie by the (patter) of steps upon the (path). She went to the window and there, on the (pathway), she saw (Pat). In a moment, he was (patting) her cheek as he said "Oh, (Patsy), I have secured the (patent) at last and now we can live in comfort. Come bake a (patty). Let us eat and be merry. (Pathos) shall no longer hover over our home.

Hunt the Pig—Players stand in a circle, except for the one extra player who is called the hunter. The hunter starts the game by walking around on the outside of the circle and touching one player upon the shoulder. He asks of this player: "Have you seen my pig?" The player then replies: "What does he look like?" The hunter then tells him something about the appearance or dress of someone else in the circle—such as "He has black hair" or "He wears a red tie." The player who was tapped tries to guess whom the hunter has in mind as he adds more details to his description. When he finally guesses correctly, he must chase the person described. The latter leaves the circle and starts running immediately upon hearing the hunter's "Yes." Both must run around the outside of the circle. If the chaser catches the pig before he gets back to his place in the circle, the chaser becomes the hunter. If he does not, the pig takes the hunter's place. The hunter never runs, but joins the circle as the runners start.

Irish Hats—This is a laugh riot for smaller groups. Five or more guests—no more than eight—stand shoulder to shoulder in a circle, hands at their

sides. A hat, with a bright green band, is placed upon the head of each by the leader. On the count of one, each player puts his right hand on the hat of the one at his right. On two, he removes the hat and places it upon his own head. At three, he drops his hand to his side. This action continues until the leader calls "Reverse." Then the left hand and hat to the left are used. When the leader calls "Stop!," everyone remains as he is and the player without a hat steps out of the game. Continue until only one contestant remains.

Shamrock Hunt—Hide tiny tissue paper shamrocks in various parts of the house. As someone plays an Irish tune on the piano, all the players march in a circle, clapping their hands to the music. When it stops, unexpectedly, everyone scrambles for as many green shamrocks as he can find. But, as soon as the music begins again, all players must immediately resume the marching and clapping. This continues for about five minutes, with the leader eliminating from the game any players who linger in their search while the music is being played. At the end of the game, the player with the most shamrocks wins. This also can be played in teams.

Gaelic Ice Breaker—Give your guests cards bearing the names of their clans, supposedly written in Gaelic. It won't be in Gaelic, of course, but merely the letters of an Irish surname scrambled, such as Nilleo for O'Neill, Erhtyloaf for O'Flaherty, Cakoccramm for McCormack and so on for various Irish names. These cards are pinned on or strung about the neck with green ribbon. Everyone tries to guess the clan names of as many guests as possible. As soon as a player's name is guessed (the correct name is written on the back of each card, in case its owner can't decipher it either), he hands the card to the one who guessed it. The person collecting the most cards—that is, guessing the most names—receives a prize. (A bag of good old Irish potatoes would be fine!)

March Madness—This is a very amusing relay race. The leader in each line is furnished with an Irish cane or stick about as long as an ordinary umbrella handle. Placing the end of the stick firmly on the ground, he puts both hands on the top and rests his head on his hands. Then, with eyes open, he goes around the stick four times without lifting it from the ground or moving his head from the position first taken. After making the required number of turns, he next races to a goal at the opposite end of the room and back to his starting place. As soon as he reaches the head of the line, number two on the team starts turning around the stick, repeating his teammate's actions.

Irish Golf—Lay out a "course" by placing unbreakable bowls or saucepans around the room. Scotchtape a small dowel stick, with a green pennant attached, to each dish, stating the number of the "hole." This will mark the order of the "holes," which may be set around the room in any desired way. Each guest is supplied with a small potato and a tablespoon. Without touching the "ball," which is the potato, with his hands, each player must toss it from "hole to hole," until the course is completed. Keep score for prizes to be awarded later on.

Blarney—All players sit in a circle except one, who stands in the center. The player in the center recites the following counting-out rhyme, pointing to a different player on each word:

Riggidy, higgidy, wiggidy, rig,
Paddy dances an Irish jig.
While feeding potatoes to his pig,
Riggidy, higgidy, wiggidy, rig.
Out goes y-o-u.

The player counted out is blindfolded and given a "shillalah," which is nothing more than a yardstick or cane. He touches someone in the circle with the stick and then has to "blarney him" by saying that he likes his curly hair or his blue eyes and so forth. He may pay any compliment he chooses, but the compliment must fit. If it does not, if by chance the person pointed to has brown eyes instead of blue, "It" has to pay a forfeit. Then "It" recites the counting-out rhyme and the next person spelled out takes his place in the circle.

Limericks — Make up your own limericks, leaving the last line to be filled in by guests. If desired, the company may be divided into teams, with prizes for the cleverest "poet" or group of poets. Here are some sample limericks as a starter:

Said pretty young Katie from Cork.
"I'll be takin' the trip to New York
Where me Patrick's a cop—
Sure he'll make the boat stop!

A roarin' old topper from Dublin
Would sing when his spirits were bubblin'.
"We will meet at the wake
Of old Mikey Blake

A talkative man from Kildare
Said "I find it a terrible care!
I don't give a dab
For my gift o' the gab!

A colleen as light as a fairy
Who danced all the dances at Kerry
Cried, "Show me the lad
Could make me heart sad!

Informal Singing—The program just won't seem complete without group singing of some popular Irish songs. The following should bring out a tenor or two:

Wearing of the Green
When You and I Were Young, Maggie
Danny Boy
Mother Machree
I'll Take You Home Again, Kathleen
Mary Is a Grand Old Name
My Wild Irish Rose
Believe Me If All Those Endearing Young Charms
Where the River Shannon Flows
When Irish Eyes Are Smiling

For additional ideas, the National Recreation Association has several good publications available on St. Patrick's Day activities, among them:

St. Patrick's Day Party, (March 1951 RECREATION) $ .35
(There are only a few copies of this issue remaining, so if your order arrives too late, check your magazine files or your library.)

Suggestions for a St. Patrick's Day Program (MP 101) $ .25

Concessions Fees and Charges

The question of what types of fees and charges to make and what policies should govern the making of such charges constantly faces every recreation and park department, especially in view of mounting costs of operation and maintenance. A related question is concerned with the desirability of direct operations by the department or the granting of concessions to private individuals or companies. Several statements which have appeared recently with reference to these subjects should be of interest to Recreation readers.

Principles Governing Fees and Charges

The Metropolitan Recreation and Youth Services Council of Los Angeles has recently issued a statement* under the above title, setting forth principles governing fees and charges for public recreation services as established or justified by practice of public recreation agencies specifically in California and generally throughout the nation. It has also issued a comprehensive chart setting forth the fees and charges for recreation facilities and services in selective public and private agencies in the region. These cover both indoor and outdoor facilities of various types and special services.

The bulletin presents the following statement relating to special services which justify fees:

"Traditional public recreation programs include some activities which entail expense beyond the normal cost of activities in the general program. Custom recognizes the appropriateness of assessing nominal fees for participation in these activities or for material consumed in them. Among these are:

"a. Fees charged for expendable materials used in handcrafts which are furnished by the department for the convenience of the participants and the department.

"b. Fees for special instruction too specialized for the department to provide as part of its uniform and basic program.

"c. Fees for a specialized but essential activity, such as swimming or camping, which is carried on in a facility too costly to construct and operate unless supplementary revenue is collected from the participants.

"The public expect that those making use of a limited public facility should pay their just share. If a single activity, on the other hand, becomes a public necessity to the extent that general participation should be provided for, the public might prefer to pay the entire cost through some form of taxation."

Municipal Policies and Procedures

At the Mid-Continent Regional Park and Recreation Conference held in March, 1951, a representative of the Minneapolis Park Department reported that instead of granting concessions to private operators, the department operated its own services directly and collected from twenty per cent to eighty per cent profit. It uses mobile trucks, parking them at different locations for convenient sales. The same truck may visit two or three different areas or special events on the same day. Mobile trucks have been found less expensive than the construction and maintenance of permanent "concession shelters."

At the same conference, representatives of some of the smaller communities felt that it was advantageous to let out concessions on bids because they did not involve sufficient volume to justify direct operation by the department.

Illinois Executives Report

A committee appointed by the Illinois Recreation Association investigated financial policies and procedures of recreation authorities in the state. The following policies relating to fees and charges were in effect in 1950 in the number of departments indicated:

Charge for the cost of craft materials	19
Fee for league entry, trophies, officials, etc.	7
Rentals and miscellaneous charges	7

* A copy of the statement and accompanying chart may be secured from the Council, 205 South Broadway, Los Angeles 12, California. Price, $1.00.

Pool charge	1
No fees at all	7

Recommendations adopted at the 1949 conference of the association, and reaffirmed at the 1950 conference, include the following:

A. When special services or privileges are provided, a charge is warranted. Examples: golf, swimming, tennis on clay courts and adults' organized leagues.

B. When individuals or organizations use recreation facilities to make financial profit or gain, a scale of rentals for the various facilities be adopted that will cover the full operational cost.

C. Where separate municipal departments exist, recreation departments be responsible primarily for all programming and that, insofar as possible, facilities be provided and maintained by municipalities, park boards and school boards.

D. Gifts, funds or memorials to recreation agencies be accepted only after a separate fund or endowment is set aside for its maintenance, and that the recreation agency have full control as to the use or disposal of such gifts.

Miniature Train Operations

Disposition of income from the operation of miniature trains was reported in a discussion of finance at the North Carolina Recreation Executives Conference in 1951. In Raleigh, ten individuals raised funds to purchase the train, which is operated by the recreation department. After deducting operating expenses, funds received from operation are returned to the contributors. It is anticipated that, after they have been fully reimbursed, all net revenues will be used to improve and expand the miniature train line rather than be returned to the general fund, as in the case of other facilities.

In Burlington, where the Kiwanis Club purchased the train, the club is to receive one third of the gross revenue for a five-year period, while the city receives the balance. After five years, the city will receive all revenues derived from operating the train. The park authorities are permited to use all monies derived through concessions in any way they see fit.

Policies and Procedures in State Parks

In addressing the National Conference on State Parks, held in Texas late in 1950, K. R. Cougill, director of Indiana state parks, lands and waters, read a paper entitled: "How Can We Best Handle Concessions, Fees and Charges?"* In dealing with concessions vs. direct management, he stated: "Wherever at all practical, all necessary service in state parks should be rendered directly by the park authority and not by concession operators. Public parks surely are not maintained for private gain. Likewise, concessions must, of course, be considered incidental to the enjoyment of the park by the state park visitor and not a primary feature. Direct department-controlled service best protects the public's interest. It is generally agreed by all, however, that such park facilities as hotels or lodges, restaurants, refreshment stands and similar public accommodations be considered proprietary and may, therefore, logically be operated upon a concession plan of management, subject of course to controls which will insure satisfactory public service. Because of the very specialized nature of these services, most park authorities prefer not to manage them directly.

"Riding stables are also usually included in the list of facilities most generally operated on a concession basis.

"Boats are often concession-managed, but our department has recently taken over all boat operations in Indiana state parks and has found the new plan very satisfactory. All housekeeping cabins and bath house facilities are also now operated directly by the department with highly satisfactory results. Again I repeat, whenever practical, the park authority should directly operate necessary services and facilities."

He further stated that, as a general rule, he believed the public interest could best be served with the fewest possible number of concession operators in a given park. The greater the number of operators, the greater the administrative detail of the park authority and the more chance there is for friction among the concessionaires.

In discussing the length of term of concession agreements, he stated: "Naturally, the greater the investment on the part of the concessionaire, the greater is the need for a long-term contract. If the park authority has the greater capital investment in the enterprise, then the term of the contract can be for a shorter period.

"Short-term contracts do not encourage the operator to build up a strong business organization that would bring returns in the future years from high standards of service performed today. If long-term contracts are not possible, the policy of renewing the short-term contracts of satisfactory concession operators tends to bring about similar good results of long-term contracts.

"It is desirable that accounting principles and procedures be somewhat uniform in all concession operations. In most instances, the park authority does not have a sufficiently large staff of auditors to function adequately. The certified public accountant audit requirement is, in my opinion, worthy of serious consideration in states where State Accounting Divisions of Government are not adequately available to park authority."

In Indiana, where a modest fee is charged for admission to all state parks, the results have proved satisfactory in the opinion of the authorities. Records show that the operation, maintenance and administration costs of the entire division of state parks, including the state memorials, have, for the last fifteen years, received ninety-seven per cent of their financial support from earned income. During the same period of time, the division received more than $2,400,000 in legislative appropriations for capital improvements.

Mr. Cougill concluded his remarks as follows: "It is my belief that almost all necessary services and facilities in state parks can be rendered with the highest degree of public service directly by the park authority. Public parks are maintained for public service and not for private gain. On the other hand, it is believed that

* Reprinted in *American Planning and Civic Annual*, issued by American Planning and Civic Association, Washington, D.C.

the best public interests are served when such specialized services as hotels, restaurants and saddle barns are operated on a concession plan of management, providing that controls are sufficient to guarantee a satisfactory degree of public service.

"It is further believed that those few states which have established a nominal entrance fee method of helping to finance maintenance and operation costs could not find a more fair and equitable source of revenue.

"As for other fees and charges, it is certain that special services should be financed by those who benefit. As long as the fees and charges are reasonable and the state park properties are well managed, the public will accept such a plan as a sound way of financing a system of state parks."

Concession Policies of the National Park Service

In October 1950, the Department of the Interior issued a report* prepared by an impartial, expert and non-governmental committee, designated the Concessions Advisory Group of the National Park Service, which conducted a study of the policies governing concession policies within areas administered by the service. The following are a few of its recommendations, which have been approved by the Department of the Interior:

"It shall be the policy of the department to permit the development of accommodations within the areas administered by the National Park Service only to the extent that such accommodations are necessary and appropriate for the public use and enjoyment of the areas, consistent with their preservation and conservation. Where adequate accommodations exist or can be developed by private enterprise outside of such areas, accommodations shall not be provided within the areas.

"The number of sites and the locations and sizes of the tracts of land assigned for necessary accommodations shall be held to the minimum essential to proper and satisfactory operation."

As for merchandising within the areas administered by the National Park Service, it "shall be limited, in general, to those items and services appropriate or necessary for the public use and enjoyment of the areas."

"Automotive transportation service shall be authorized in areas administered by the National Park Service only to the extent necessary to make the areas and their features available to the visiting public.

"Saddle and packhorse operations shall be encouraged. Preferential privileges to base saddle and packhorse operations within the areas shall be granted, however, only to the extent necessary to insure that such service is available.

"Where public accommodations are necessary for the enjoyment of an area, and the basic facilities with which to provide such accommodations and services cannot be provided by private capital, it shall be the policy of the department to provide such basic facilities, where funds are available and make these facilities available, under contract, for operation by responsible parties. There is no intention that the government should operate government-owned concession facilities. The department believes that such facilities should be operated under contract with private concessioners, including nonprofit-distributing corporations."

As for franchise fees, "It shall be the policy of the department that franchise fees be commensurate with the value to the concessioners of the opportunities granted to them to do business within the areas administered by the National Park Service and the services and facilities furnished them by the government, for which no separate fee is charged. Accordingly, as a general policy, franchise fees to be negotiated by the parties to the contract shall consist of a reasonable flat charge for ground rent, plus an additional fee based upon percentages of gross revenues.

"The department recognizes a primary obligation to provide for the furnishing of accommodations and services to the visiting public at reasonable rates."

* This report, entitled "Concessions Policies of the National Park Service," was issued by the Department of the Interior, Washington 25, D.C.

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The Golden Age Chorus of Kansas City, Missouri made their first public appearance at the time of the recreation district conference last year. Since then they have appeared on the radio, at a number of meetings, and have made tape recordings, some of which have been sent to other cities. This year a weekly series of radio programs will be put on by the Golden Agers. In this connection creative radio courses will be offered club members.

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Community Hospitality for SERVICE PEOPLE

Los Angeles, California—George Hjelte, general manager of the Department of Recreation and Parks, says:

"I am much concerned that our department shall render all needful services to men and women of the armed forces when in Los Angeles and, also, that we shall do our part in providing recreational opportunities for defense workers. So much of our service to men and women of the armed forces, whether in uniform or in civilian garb, is at places and activities where there is no registration of each person. Accordingly, it is very difficult, if not impossible, for us accurately to estimate the amount of service which we are rendering to this personnel.

"For example, at our Cabrillo Beach in San Pedro, the most comprehensively-developed beach recreational area on the Pacific Coast, we serve a tremendous number of men and women of the armed forces. During the summer months, our director at this beach estimates that the attendance of such personnel is roughly ten thousand a week."

Included in the list of activities which the Los Angeles Recreation and Park Department makes available to servicemen are the following:

Free admission tickets—Swimming pools, golf courses, planetarium, Marine Museum, Astronomical Observatory, community sings, horticultural exhibits, park band concerts, football league games, baseball league games, tennis tournaments, other sports events.

Group activities—Square dances, social dances, hobby clubs.

Special activities—Picnics, table games in recreation centers, talent shows, participation in sports leagues, visits to the zoo, beach activities, fly-casting, recreation leagues and tournaments.

Colorado Springs, Colorado—This program, which recognizes military personnel as "civilians in uniform" and concentrates on making servicemen feel at home, has been blessed by the Fifth Army Command. The department is doing everything in its power to integrate the recreation desires of servicemen into the over-all city recreation program.

Amarillo, Texas—The recreation department and the Chamber of Commerce sponsored a luncheon meeting of recreation supervisors and volunteer workers from fourteen communities within seventy-five miles of the Amarillo Air Force Base. Principal speaker at the luncheon was Raymond C. Morrison, southwest regional representative of the Office of Community Services, United States Air Force.

A cooperative approach, whereby all of the communities will share in the responsibility of developing off-post recreation opportunities, was developed at the meeting. Clovis, New Mexico, for example, offered to take airmen on weekends and teach them how to ride and rope calves.

Extensive use is made of Amarillo's park and recreation facilities by Air Force personnel. Married servicemen bring their families to the parks for picnics and play. Unmarried officers and airmen flock to join in various games, ranging from horseshoes to volleyball. Ping-pong, tennis and shuffleboard rate high with the younger men. On Saturday nights, square dancing attracts all ranks from private to colonel. The staff of forty-five recreation supervisors in the twelve parks where recreation programs are being conducted includes nine airmen.

Roswell, New Mexico—An "Off-Duty Activities Register" is being compiled at the Walker Air Force Base so that, as civilian programs are established, information about them can be channelled directly to interested persons.

All personnel are invited to fill out a brief questionnaire on their recreational interests, social activities, church preference and the activities which they would volunteer to lead or help conduct.

Wichita Falls, Texas—There was nothing unusual about a little theatre production of a musical comedy, *Up In The Air,* recently. That is, there was nothing unusual except that the show was written, produced and staged by a combination of civilians and air force personnel and that the guiding force behind the production was a cooperative group representing Sheppard Air Force Base, Wichita Falls YWCA and Midwestern University.

Booklets Distributed

Many recreation departments are distributing small, but informative, booklets to all military base personnel, welcoming them to the community and describing department facilities and program and listing information on local resources—churches, concerts, museums, golf courses, ski areas and so on. In Albuquerque, New Mexico, men are invited to visit Indian pueblos, dances, fiestas. Additional information is provided on national parks and state parks within driving distance.

MUSIC WEEK

and the Recreation Department

FOR RECREATION departments already doing considerable work along musical lines, as well as for those seeking to strengthen their music program, National Music Week offers an opportunity that should not be missed. The seven-day period, when public interest is drawn more consciously than usual to the value of participation in music, forms a setting in which to sharpen the community's awareness of what is going on in its midst, to encourage singing, playing and intelligent listening and to make known where the field needs to be extended or more intensively cultivated.

Dates of Music Week may seem distant at this time—it always begins the first Sunday in May, falling on the fourth of the month this year—but it is by no means too early to sketch in plans.

In a growing number of cities, the recreation department is either the initiating agency, prominently cooperating with a citizens' Music Week committee, or is otherwise taking advantage of the occasion to impress upon the community that it recognizes the significant role of music in recreation. Baltimore, St. Louis, Chicago, Los Angeles and Indianapolis may be cited as examples of this trend among the larger cities; York and Wilkes-Barre, Pennsylvania; Alton, Illinois; San Diego and Bakersfield, California, among the less populous.

San Diego Includes Servicemen

In San Diego, the celebration last year brought in the servicemen as well as civilian organizations. Thus it set a pattern which will no doubt be followed this year in many towns near training camps and naval stations. In San Diego, the Park and Recreation Department sponsored the Music Week committee, with Mayor Knox as chairman and Maria Fielding, supervisor of social recreation in the department, as vice-chairman.

The calendar of events included a concert by the Naval Training Center Band of sixty musicians at the Balboa Park Bowl the opening Sunday. On the same day, a program was presented at the Organ Pavilion by a massed choir of nearly two hundred voices, directed by Carl Dewse, conductor of the city's civic chorus. A featured number on this program was "America Loves a Melody" by Ross Hastings, theme song of a radio opera which has won its composer a five thousand dollar prize. With this song, and with other numbers by American composers on various programs of Music Week, San Diego did its share in furthering one of the leading purposes of the observance —the promotion of wider acquaintance with music of merit written in this country.

There were musical services in the churches and a carillon recital, a musical festival by the Catholic schools of San Diego County, special programs in service clubs, at the State College and by the San Diego Symphonic Band, the Youth Symphony and other musical groups. The public schools gave their major contribution in the form of a Mother's Day music festival on the closing Sunday of the week, with four hundred children taking part.

Generous space was given the observance in the press and time on the radio. It would have been hard for any citizen to remain indifferent to his town's musical advancement or ignorant of the recreation movement's share in bringing about this advancement.

Cooperative Plan in Baltimore

In Baltimore, the Bureau of Recreation has, for years, been giving a demonstration of how a municipal agency can cooperate with a civic committee in an effective utilization of the Music Week observance. The Music Week committee there included, in 1951, representatives of the leading music clubs, Music Teachers Association, women's clubs, American Legion Auxiliary and other musical and non-musical groups, together with two members from the recreation bureau. One of these was Mrs. G. Franklin Onion, supervisor of music and dramatics, who arranged concerts by the Recreation Symphony Orchestra at the

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MISS BORCHARD, *who is a member of the Correspondence and Consultation Service of the National Recreation Association, serves as Assistant Secretary, National Music Week.*

Left: Los Angeles festival program, held in Hollywood Bowl. Youth chorus shown here consisted of seven hundred voices.

Below: Small groups—people of all ages—have wonderful time with music. Might be used to spark other music activities.

Museum of Art and (by the second orchestra) at the Samuel Gompers School. The bureau also presented the City Recreation Chorus at a community program at the Polytechnic Institute auditorium. Both the instrumental and the vocal groups gave excellent performances of worthwhile and attractive music and aroused much enthusiasm.

The National Recreation Association is sponsoring the work of the National Music Week Committee as it has done for nine years, and T. E. Rivers, assistant executive director, is secretary of the committee. On receipt of the programs sent him by Mrs. Onion, Mr. Rivers wrote: "It is an achievement of which to be proud when a public recreation department can produce symphonic orchestra groups capable of giving such programs as those offered by your Recreation Symphony Orchestra the opening Sunday of Music Week. . . . That was a distinctive program, too, in which your City Recreation Chorus took part."

Mayor D'Alessandro, issuing one of the finest Music Week proclamations of which the central committee has record, urged hearty support from the public for Baltimore's musical organizations. His message emphasized their role in the culture, entertainment and renown of the city, and their help "during these trying times when the world is in a state of turmoil and tension."

Indianapolis and St. Louis

The Recreation Division of the Indianapolis Department of Public Parks took advantage of Music Week to present to the public two teen-age musical groups in which it takes just pride. They are the Teen Sinfonietta and the Teen Vocal Ensemble. The joint concert given by these groups at the John Herron Art Museum, on the opening Sunday afternoon, was warmly received by a large audience and accorded good space in the press of the city.

In St. Louis, the Municipal Recreation Department celebrated by arranging a "Night of Music" at the Sherman Recreation Center. The numbers, representing the folk music of many nations, were given by some of the singing, dancing and verse-speaking classes under the general direction of Ruth Meyers, the department's supervisor of music and dramatics.

Towns in Pennsylvania

The Playground and Recreation Department of Wilkes-Barre, Pennsylvania, has long been cooperating with the local citizens' Music Week committee. Indeed, Music Week has become a custom so well established in the town and in the surrounding Wyoming Valley that many organizations regard it as a regular event in their year's schedule and look to the committee only for help in such matters as avoiding a conflict of dates.

Speaking for the committee, Ruth E. Swezey, director of recreation, wrote after the close of Music Week last spring: "We now do more of a coordinating job, where years ago we promoted and planned the individual events. Probably this is as it should be, as the community accepts our committee as the chief agent for publicity and the like." She added that good stories about musical developments were featured all through the week and that the radio station helped extensively.

York, Pennsylvania, has a history of having celebrated

National Music Week since its inception on a synchronized basis in 1924. In recent years, the observance has been sponsored by the York Recreation Commission and, in 1951, Robert J. Hepburn, superintendent of recreation, was chairman of the city's Music Week committee. Here is a condensed report of the way in which the committee organized the town for Music Week participation:

1. A Music Week committee was formed and this committee planned the week's program.
2. Letters were sent to chairmen asking them to call attention to Music Week in York.
3. Letters were sent to the choir masters asking them to play church music over their outside systems each day at noon for a few minutes.
4. The schools and individual music groups put on radio shows every day during Music Week. The stations cooperated in planning daily Music Week programs. All stations had lots of recorded and live music.
5. The newspapers carried stories on Music Week.
6. The mayor made a Music Week proclamation.
7. A free concert was presented at the close of the week. It was a memorial to a man who had recently died and who was responsible for giving York a great deal of music. The concert was both instrumental and vocal and was listened to by a full house.
8. Window strips on Music Week were given out to city merchants and they were asked to place these in their store windows. Strips were also passed out around the county.

Keynote for 1952

The keynote for this year's Music Week observance is "Make Your Life More Musical." That includes playing and singing, individually and in groups; but so far as recreation is concerned, mainly in groups. It also includes listening—the more active listening which means an enriching experience.

Recreation leaders might well let the observance spark their campaign for supplementing their work in music in whatever direction they consider it inadequate. Enthusiasm, interest in people and a minimum of musical training are, in the main, the equipment necessary for those who conduct group singing in the early stages—and even at the stages where descants and two-part songs are introduced.

Professional training is desirable for leadership of the more advanced groups, whether vocal, instrumental or listening, but young men and women with such training may be easier to find than they have been in the past. Many music schools and conservatories recognize the possibilities in the recreation field. They may be willing and glad to supply their senior students and young graduates on a volunteer or nominal fee basis. A few colleges have courses in elementary musical skills for the recreation leader. For a rapidly growing number of people, "music appreciation" has become a hobby to which they devote a generous portion of their leisure. Some of these people, with a solid culture in musical literature, may be happy for the opportunity to share their knowledge with others.

In any case, National Music Week is a time for stock-taking. If the other weeks of the year have their due quota of music, let that fact now be underscored. Where there are gaps, let provision be made for filling them. Make it known that music has taken its place in recreation and that the recreation department has kept abreast with the procession.

Hats Off!

Outstanding Worker

• Eugene and Springfield, Oregon, citizens recently paid tribute to Mrs. Irene Squires for her outstanding youth guidance work. The superintendent of Springfield's Williamalane Park and Recreation District was presented the Eugene Eagles Annual Civic Service Award, the sixth such award to be made by the fraternal organization.

Award Winners

• Architects Smith, Jones and Contini are the recipients of a distinguished honor award—the first to be granted by the Southern California Institute of Architects—for their design of Los Angeles' new girls' camp. Several hundred other projects were entered in the competition. An award was also given to the contractor and to the Board of Recreation and Park Commissioners.

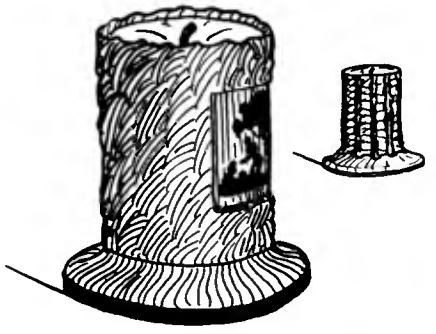
A Thoughtful Gesture

• Recently, a very good friend of the National Recreation Association, who has been serving as sponsor in her town for fourteen years, came to headquarters with a special message. She spoke feelingly of her deep belief in the association and of her satisfaction in working with one of its representatives. Her particular purpose was to announce that a small foundation was being set up to continue some of her contributions. She is even planning to increase her current contribution and and has instructed her daughter to continue it after she has gone. In addition, she also talked of her plans to include the association in her will.

Her name will long be recorded with those of many others who have made bequests to the National Recreation Association so that it may continue its many services.

How To Do IT! by Frank A. Staples

Make a Glow Candle.

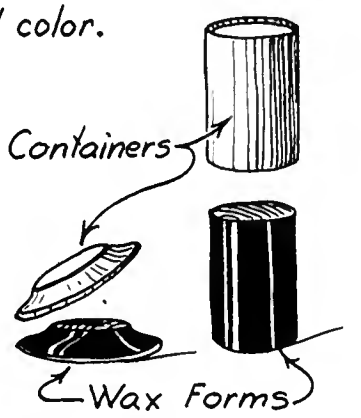


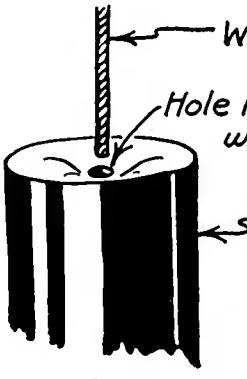
Materials Needed.

Paraffin Wax
Quart Ice Cream Container
Small Paper Plate
Egg Beater
Ice Pick
Rug Yarn and Wax Crayon.

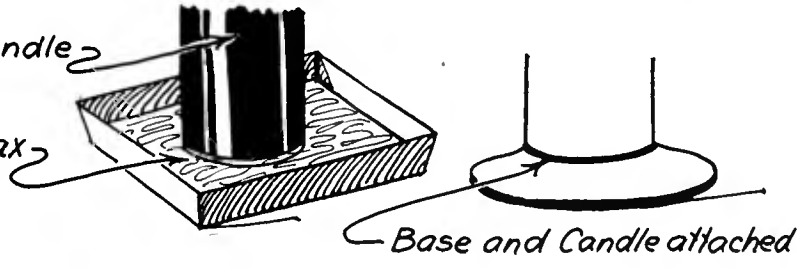
Steps!

1. Fill quart container and paper plate with melted wax.
   Melt wax crayon in paraffin to secure desired color.
2. When wax congeals remove from containers.
3. Put wick in candle — *Make hole with ice pick. Dip wick in wax and when rigid put in hole. Pour a little wax around wick to hold it in place.*
   Rug yarn makes good wick.





4. Attach base to candle.
   Place bottom of candle in melted wax. Quickly attach candle to base.



To Decorate.

An appropriate picture may be attached to candle by coating back of picture with hot wax and pressing against surface of candle. Frost candle by whipping wax with egg beater. Spread over candle.

...In-Service Training

The Milwaukee Department of Municipal Recreation, with the approval of its control body, the Milwaukee Board of School Directors, has recently put into effect a preparation-type salary schedule for the various classifications of full-time recreation employees. Its purpose is to encourage professional study with or beyond the objectives of a higher degree, and to give recognition for special preparation for such items as professional service, study in non-accredited schools, work experience, travel and so on. Coupled with the schedule is a program of in-service training, to encourage and provide opportunities for continuous growth.

Organization of the Department

For a clear understanding of this preparation-type salary schedule and in-service training program, it is necessary to know about the organization of the Milwaukee department and its classification of positions. The department is headed by an assistant superintendent of schools, who is assisted by three divisional directors: director of the Division of Playgrounds and Social Centers, director of the Division of Municipal Athletics and director of the Division of Service and Maintenance. There is a supervisory staff of six, who are directly responsible for promotion, organization and supervision of certain fields of activities —such as drama, music, arts and crafts, adult education, sports and games, club work, nature study and so on. The city is divided into fourteen recreation districts, each having a director who is in charge of the social centers and playgrounds within the district and who is responsible to the director of the Division of Playgrounds and Social Centers and his staff of supervisors. Each district also has recreation instructors serving in its various social centers and on its playgrounds, who are responsible to the district director. Although the recreation department is under the jurisdiction of the Board of School Directors, the program is city-wide in scope—and activities are conducted in- and out-of-doors for all ages. This department has no responsibility whatsoever for the regular day school program of physical education or any other public school activities. The funds for the operation of the department are derived from a special nine-tenths mill tax and may only be used for municipal recreation purposes.

Evaluation Policy Committee

To implement the preparation-type schedule and in-service training program, the Evaluation Policy Committee, consisting of nine members, was created by the Board of School Directors to prepare standards and regulations for the evaluation of training and preparation. This committee acts as a board of review for requests involving the evaluation and accrediting of training and experience submitted by full-time recreation employees of the department. Following are the general policies and criteria which are applied to the many types of preparation and experience to be evaluated:

1. Recommendations for allowances of credits for training shall be considered in terms of benefits directly accruing to the recreation department.
2. Credit allowances shall only be made for preparation and experience in the field of education, in the field of recreation or in the field of general culture related to the individual's assignment.
3. Of the thirty-two units necessary for recognition as one year of preparation for salary classification purposes, a minimum of eighteen units must be credits granted by an accredited university or college, and fourteen may be equivalency units. This ratio shall be applied in all cases of salary classification.
4. In-service training plans, which involve credits not applicable to a degree, shall require pre-approval.
5. Grants of equivalency credit shall be limited to those activities where no financial remuneration has been received.
6. Equivalency units shall, so far as possible, be computed according to university credit standards; that is, sixteen class instruction hours plus preparation or thirty-

MR. DYER *is in charge of recreation and adult education, Department of Municipal Recreation, Milwaukee, Wisc.*

two class hours without preparation are required for one semester hour.

Credit Allowances

A "unit" of preparation is a semester hour of university or college credit, or its equivalent, with certain qualifications, as listed below:

1. Credits earned in an accredited school. Credits so earned shall be accepted at face value.

2. Professional study in non-accredited schools. Courses completed in these or specialized schools may be allowed for equivalent credit.

3. In-service training courses. Courses, workshops or seminars, if specifically pre-approved, shall be creditable. Where such courses are operated under university or college sponsorship and held to university standards as to hours, preparation, examinations and so on, the units so earned shall be considered as credits earned in an accredited school. In all other cases, credits shall be applied as equivalency units.

4. Courses taken in the armed services. Such courses, which are acceptable as requirements for a degree, shall be accepted as credits earned in an accredited school; other courses may be accepted as equivalency units under certain conditions.

5. Private instruction. Equivalent credit may be allowed for professional study under private instruction.

6. Service on professional committees. Such service, on a voluntary basis, shall be eligible for equivalency credit, provided that it is approved and rendered under certain conditions.

7. Travel, when conducted under the auspices of an accredited university and when recognized by such institution for credit, shall be allowed.

8. Work experience may be recognized for equivalency credit when pre-approved and when no financial remuneration is involved.

9. Teaching in local in-service training courses. Instructors shall be eligible for double credit in lieu of financial remuneration.

Classification of Positions and Salary Schedules

The preparation-type salary schedules listed below for the various classifications of full-time recreation positions are the base rates of pay. To these base rates are added an annual cost-of-living adjustment, which amounted to $1,346 for the year of 1951 and will amount to $1,615 this year.

	BA Degree BA Equivalent or 128 Units	*MA Degree MA Equivalent or 160 Units*	*MA Status plus 16 Units*	*MA Status plus 32 Units or PhD*
Schedule No. 1—Recreation Instructors				
Qualifications—college graduate.				
Probationary Period—3 years.				
Tenure—after 3 years of probationary service.				
Salary Increments—automatic annual increments of $200.				
Service—200 days of 8 hours each, between September 1 and June 30, as assigned.				
Minimum	$1600	$1700	$1800	$1900
Maximum	$3600	$3900	$4100	$4300
Schedule No. 2—District Directors				
Qualifications, Probationary Period, Tenure, Salary Increments	Same as Schedule No. 1			
Service—220 days of 8 hours each, between September 1 and August 31, as assigned.				
Minimum	$3300	$3400	$3500	$3600
Maximum	$4700	$5000	$5200	$5400
Schedule No. 3—Staff Supervisors				
Qualifications, Probationary Period, Tenure	Same as Schedule No. 1			
Salary Increments—automatic annual increments of $250.				
Service—12 months, 1 month of vacation with pay.				
Minimum	$3400	$3500	$3600	$3700
Maximum	$5150	$5450	$5650	$5850
Schedule No. 4—Division Directors				
Qualifications, Probationary Period, Tenure	Same as Schedule No. 1			
Salary Increments—automatic annual increments of $250.				
Service—12 months, 1 month of vacation with pay.				
Minimum	$3800	$3900	$4000	$4100
Maximum	$5550	$5850	$6050	$6250
Schedule No. 5—Assistant Director of the Department				
The director of the Division of Playgrounds and Social Centers is also classified as an assistant director of the department, with a minimum salary of $4,500 and a maximum of $6,600.				

In-Service Training Committee and Courses

This plan of in-service training for the full-time employees of the recreation department encourages professional improvement by offering the individual an opportunity to improve his salary status through his own efforts. While many courses offered regularly in Milwaukee colleges and universities are valuable and practical for recreation workers, it was deemed desirable to offer additional courses which would specifically benefit the recreation department. Consequently, the department established its own in-service training committee.

This committee consists of six full-time employees, two recreation instructors, two district directors and two staff supervisors. Members determine the type of course to be offered, select the instructor and the college or university to sponsor it and aid in determining its content.

A typical course consists of eight two-hour class sessions, meeting once a week. Sixteen hours of outside preparation are required, as assigned by the instructor. One equivalency unit is granted for each such approved course. Instructors are obtained from local colleges and universities, industrial plants, commercial concerns or from professional ranks, depending upon the subject offered.

The first course offered in 1951 dealt with personnel relations and was taught by a former university professor who now is in the field of industrial personnel work. The second course, which is being offered at the present time, deals with public relations and is being taught by the director of public relations of one of Milwaukee's largest industrial plants.

In-Service Training for Part-Time Employees

The department conducts in-service training programs throughout the year for part-time social center and playground employees. This training is compulsory for appointment to such positions and does not affect salaries.

Training courses are conducted for social center employees by each staff supervisor for the leaders and instructors conducting the social center activities for which the supervisor is responsible. For example, the supervisor of games and athletic activities conducts a course of instruction for those in charge of gymnasiums, table game rooms, table tennis rooms, billiard rooms, boxing classes and so on, before the social center season opens. During the season, special training sessions may be held in the evening by closing the activity room a half hour earlier than usual. Thus, all table game room instructors in half of the recreation districts may be called together for a meeting by the supervisor of table games, which means that only one activity is closed a half hour earlier.

Each of the fourteen district directors conducts an orientation meeting for all the employees of the social centers in his district, before the season opens, to discuss general objectives and regulations of the department as well as specific rules and regulations for the conduct of activities, building discipline and so on. Building meetings for all personnel may be held from time to time by the social center director, usually after the closing hour for center activities—about nine-thirty p.m.

Part-time spring and fall playleaders must attend an institute, held in the afternoon, before the playgrounds open. In the summer, all playleaders attend a two-day institute before the opening of the season, for which they receive no remuneration. During the season, they must attend a Saturday morning playground class of three hours every week, for which they receive two dollars a morning. Staff supervisors and district directors serve as instructors at playground institutes and classes. Instructions are given regarding general administration, department policies, program planning, technique of game instruction, games and special activities.

Since the schedule and program have only been in effect a little more than a year, it is not yet possible to evaluate the long-term results. However, the immediate response, in terms of participation (sixty-seven per cent of the fulltime personnel), is indicative of a high degree of interest.

NRA 1952 DISTRICT CONFERENCE SCHEDULE

District	Location	Hotel	Dates	DR
Pacific Southwest	Fresno, Calif.	Californian	February 19-22	Rodney
Southeast	Tallahassee, Fla.	Duval	March 12-14	Van Fleet
Middle Atlantic	Buck Hill Falls, Pa.	The Inn	March 20-22	Faust
Midwest	Denver, Colo.	Shirley Savoy	March 26-29	Todd-Lathrop
Southwest	Corpus Christi, Texas	White Plaza	March 27-29	Van Arsdale
Pacific Northwest	Eugene & Springfield, Ore.	Osburn, Eugene, Ore.	April 2-4	Shumard
Great Lakes	Madison, Wis.	Loraine	April 16-18	Collier-Horney
New York State	Bear Mountain, New York	Bear Mountain Inn	April 23-26	Nesbitt
Southern	Wheeling, West Va.	Oglebay Park	April 27-29	Marion Preece
New England	To be announced		May 7-9	Hainsworth

EXPERIMENTS WITH SURFACING UNDER APPARATUS

THE SCHOOL authorities in at least two California cities have recently taken action, in response to protests from parents of school children, to minimize the danger of serious accidents to children falling from playground apparatus. The statement below describes action taken by the Los Angeles Board of Education in following up the reports on playground surfacing quoted in the November 1951 issue of RECREATION* and similar steps taken in Pasadena.

In Los Angeles

A study conducted by the school authorities, to determine the cost of installing resilient materials on a permanent basis under the 3,331 pieces of apparatus at 334 elementary schools, indicated the approximate cost as:

Sand	$ 727,700
Rubber	$1,096,700
Cork	$1,161,400

The time required for a total installation program was estimated to vary from six months to a year.

The Business Division and Physical and Health Education and Youth Services Branch of the schools suggested that, before a large sum of money was spent on permanent installations, additional information should be sought as to more satisfactory cushioning materials than are now available. In order to provide a minimum program of essential apparatus activities, it offered the following suggestion which was subsequently approved by the Board of Education:

"That we proceed at once to install a boxed enclosure on top of the blacktop surfacing and surrounding the apparatus listed below, said enclosure to be filled with sand to a depth of eight to ten inches. The apparatus here listed is selected upon the basis of lower accident potential and also as more suitable to the sandbox base arrangement.

1. Multiple climbing tree.
2. Horizontal ladder eight feet.
3. Low bars.
4. Travelling rings.
5. Horizontal ladder sixteen feet."

Further recommendations likewise approved by the board were that it appropriate a sum, not to exceed fifty thousand dollars, for further research, and that the following types of apparatus be removed from the playgrounds and stored until suitable material under the apparatus has been determined:

1. Swings.
2. Slides.
3. Giant stride.
4. Climbing poles.

This equipment was selected because of higher accident potential and because a sand base was considered less practical beneath the apparatus.

The nature of the material to be used for the boxed enclosure around the apparatus was not specified. It was recognized that this arrangement would add problems to the supervision and maintenance of the facilities, that the action was expedient under the circumstances, if only considered as a temporary solution to the present situation.

Subsequent to the actions referred to above, instructions were issued to all elementary schools and administrative offices stating, in detail, a policy with reference to the supervision of apparatus areas and covering the use of playground apparatus. It also outlined the duties of custodians with reference to care and maintenance of the equipment.

In Pasadena

A thorough investigation of the possibility of removing blacktop from underneath playground equipment on school grounds in Pasadena was conducted by the school authorities. Two proposals were considered in detail. One was the removal of blacktop and the installation of sand, sawdust or other material below the existing grade. The estimated cost of removing the asphalt surface, excavating six inches of soil, installing a rounded curb and filling the area with eight inches of washed sand was estimated at $29,117. Advantages of the proposal were that the present grade would be maintained, therefore providing no obstacle. The rounded curb would prevent injurious falls. Disadvantages

* Reprints of this article, "Playground Accidents Prompt Surfacing Study" and of the above are available from the NRA at twenty-five cents each.

listed were that the pit would form a natural pool during the rainy season, debris would gradually tend to blow into it and the sand would tend to be blown about by the wind. The other disadvantages were that the heavy soil would mix with the washed sand to form a gumbo and, in many cases, concrete foundations of the apparatus would be exposed and would require lowering of the equipment.

The alternate proposal was to install a curb of concrete blocks around the apparatus and to fill the area inside with eight inches of washed sand. The estimated cost of this project was $24,389. Use of sixteen-inch redwood headers, instead of concrete blocks, would reduce the cost to $18,096.

Advantages of installing the curb above grade were that it could be done in two operations instead of four. It would effect considerable saving, drainage would not present a problem, sand would dry quickly and would not mix with the soil. The installation above grade would lessen the amount of debris blown into the sand. If desired, the curb could later be removed and used for sandboxes. A disadvantage was that installation of the curb might require raising of some equipment.

It was agreed that a pre-paved concrete block ramp set above grade offered the lowest cost per year and had the greatest flexibility. Installation of such a curb was therefore authorized on an experimental basis at three schools.

The prefabricated concrete curb designed by A. J. Glaser, director of buildings and grounds, is cast in twenty-four-inch portable sections, sixteen inches wide. It is installed around the playground equipment at a distance of five feet from any projecting member. The curb sections are bound together with three-eighths-inch galvanized bolts, and a sixty penny nail is driven through the recess in adjoining casts into the blacktop to anchor the curb. The concrete is a one to two-and-a-half to three-and-a-quarter mixture, with pea gravel used for the coarse aggregate and approximately six gallons of water per sack of cement. This is a very dry mixture, so that it must be tamped or vibrated in place, permitting the forms to be stripped within a comparatively short period of time. Consequently, few forms are made. It is not considered essential to include reinforcing steel, but old reclaimed fencing has been used for a reinforcing mesh.

As a safety measure, the surface of the curb is sloped with rounded edges in the belief that the inclined plane presents less of a hazard than other types of rise. The surface of the curb is roughed to minimize slipping. The entire interior of the enclosure is filled with eight inches of sand.

The installations have received much favorable comment and present indications are that they will prove successful.

At Last . . .

A Simplified System to Teach Square Dancing

Square Dance Records with Progressive Oral Instructions and Calls by ED DURLACHER

Here is the easy and economical way to meet the ever-growing demand for square dancing in your community . . . the HONOR YOUR PARTNER series of square dance records.

☆ ☆ ☆

Each record in albums 1 to 4 starts with simplified progressive oral instructions by Ed Durlacher —instructions easily understood by dancers of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions—"The Square Dance Caller's Delight".

☆ ☆ ☆

AN ENTHUSIASTIC USER REPORTS . . .

"We are using your albums 1, 2, and 3, and find them the very finest teaching aid we have ever run across."

Tom Pfaender, Director
Physical Education & Athletics
New Ulm (Minn.) Public Schools

All records are guaranteed against breakage, in normal use.

You'll want to learn more about the HONOR YOUR PARTNER albums.
Write today for a descriptive folder.

HONOR YOUR PARTNER

SQUARE DANCE ASSOCIATES

DEPT. R-5 FREEPORT, NEW YORK

Friendly Signs

In Washington Park, Michigan City, Indiana friendly signs are achieving better cooperation from the public than the old standby "Keep Off the Grass" and "Don't Litter" signs usually in evidence. Among those to be found in Michigan City parks are:

TO LINGER BUT NOT LITTER . . . TO REST BUT NOT MOLEST . . . TO ENJOY BUT NOT DESTROY.

TABLES FREE TO EVERYONE
WHO SEES THAT ALL HIS CLEANING'S DONE.
BUT FIFTY CENTS WE FINE THE MAN
WHO LEAVES HIS MESS OUTSIDE THE CAN.

STOP, LOOK AND LISTEN
BEFORE YOU CROSS THE STREET
USE YOUR EYES, USE YOUR EARS
AND THEN USE YOUR FEET.

LET NO ONE SAY, AND SAY IT TO YOUR SHAME, THAT ALL WAS BEAUTY HERE UNTIL YOU CAME.

JOBS WITH A PLUS IN THE YWCA

Emphasis on Creative Leadership
Require Bachelor's degree and experience, such as Recreation—Group-Work—Teaching.

Write to Personnel Services,
National Board, YWCA
600 Lexington Avenue, New York 22, N.Y.

Lemon Relay*

Everyone will be amused by this skillful relay game. The object is to push a lemon with a pencil to a goal.

Divide the group into two teams. At a signal, the first person in each team pushes the lemon to a wall or a marked line, then turns and directs the lemon back to his next teammate. The next player does the same thing; and so it goes until each member of the team has rolled the lemon to the wall. The first team to finish wins. Of course, the difficulty is in guiding the twisting, turning lemon. Many will make a mistake by pushing too fast, which generally turns the lemon the wrong way. A wide, clear space is best for this relay—try to move all the furniture away.

In the Manner of the Adverb*

Here is a parlor game, an all-time favorite that requires simple acting. "It" is chosen and leaves the room while the others secretly choose an adverb, such as "slowly."

"It" returns and, to help him guess the adverb, he asks a player to do some particular act in the manner of the adverb. For example he may say: "Eat in the manner of the adverb." The player who is so instructed must pantomime eating slowly. If "It" doesn't guess the adverb, he asks the next person to do some other act in the manner of the adverb.

Each one around the circle can be asked to do something until the person who is "It" guesses the adverb. If he can't guess, he stays "It." If he names a synonym—in this case "leisurely" for "slowly"—it is acceptable. When "It" guesses the adverb, the player who last performed becomes "It" and has a chance to guess another adverb.

How Do You Like Your Neighbor?*

There is a lot of spontaneous action in this game. A seated circle is first formed and everyone numbers off. Each person must remember his number. "It" stands in the center of the circle and asks any one person playing: "How do you like your neighbor?"

The player questioned can make either of two answers. If he says "Very well," everyone immediately changes seats while "It" attempts to find a seat for himself. If "It" succeeds in getting seated, the player then left without a chair becomes "It."

If the player chooses the second answer, he can say: "I don't like my neighbor." In this case, "It" then asks: "Whom would you rather have?" The player can answer, "Number — and number —." These two players must then immediately change seats with the players sitting on either side of the player answering the questions. "It" tries to get one of the four chairs left vacant while the players are switching, and the player left without a chair becomes "It."

Just a word of warning: Be sure the chairs are sturdy!

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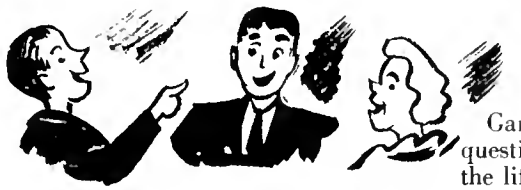
* These games are used through the courtesy of the Sterling Publishing Company, reprinted from *101 Best Games for Teen-Agers* by Lillian and Godfrey Frankel. $2.00.

SOCIAL GAMES

(Fold Back)

Recipes for Fun

SOCIAL GAMES



Games are fun—there's no question about it! They are the life preservers for parties and social gatherings of all sorts, for all ages and walks of life. Some games test the wind, the staying power, the activity of the whole body; some develop skills; some provide an opportunity for self-expression, for the development of leadership capacity; most teach cooperation, social adjustment through group play—and all provide a wonderful time and a very desirable part of recreation.

Just recently, the city recreation department and the Parent-Teachers Association of Akron, Ohio, jointly sponsored a social recreation training institute—one of the first PTA courses of this kind—and introduced the following games to its members.

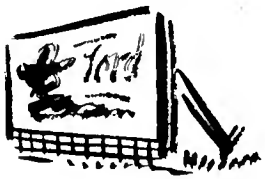
Turkey, Turkey, Turkey or Who is Your Neighbor?

The players are seated in a circle and each is asked to learn the name of the person on his right and of the one on his left. The guest who is "It" approaches a player, saying "Right" or "Left," whichever direction he prefers. The player approached must reply with the name of the person on the side called before "It" can say "Turkey, Turkey, Turkey."

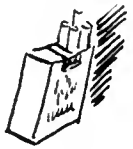
Famous Slogans

Give a list of well-known advertising slogans to your guests and ask each to identify them. Here are a few suggestions:

1. Keep that schoolgirl complexion. (Palmolive Soap)
2. Chases dirt. (Old Dutch Cleanser)
3. When it rains it pours. (Morton's Salt)
4. Good to the last drop. (Maxwell House Coffee)
5. Hasn't scratched yet. (Bon Ami)
6. From contented cows. (Carnation Milk)
7. The digestible fat. (Crisco)
8. They satisfy. (Chesterfield Cigarettes)
9. The flavor lasts. (Wrigley Chewing Gum)
10. Delicious and refreshing. (Coca Cola)
11. His master's voice. (Victor Talking Machine)
12. It floats. (Ivory Soap)
13. Ask the man who owns one. (Packard Automobile)
14. Time to re-tire. (Fisk Tires)



15. It's toasted. (Lucky Strike Cigarettes)
16. The skin you love to touch. (Woodbury Soap)
17. It beats—as it sweeps—as it cleans. (Hoover Vacuum Cleaner)
18. The breakfast of champions. (Wheaties)
19. Look for the year mark 1847. (1847 Rogers Brothers Silver)
20. For every room in the house. (Armstrong Linoleum)
21. The acid neutralizing dentifrice. (Squibbs Toothpaste)
22. Candy mint with the hole. (Life Saver)
23. Has the strength of Gibraltar. (Prudential Life Insurance Company)
24. Watch the ——— go by. (Ford Automobile)



Clothespin Favors

Give each guest a clothespin, a decorative paper napkin, three straight pins, a yard of string and ask him to make a party table favor. This may be used for any special party by varying the design of the napkins.

Cats Galore

Pass slips of paper for this contest. Each guest is given a pencil and asked to write his "catty" answers within a given time.

1. A fuzzy cat? (Caterpillar)
2. An underground burial place? (Catacomb)
3. A cat with fits? (Cataleptic)
4. To capture? (Catch)
5. A Spanish cat? (Catalonia)
6. A tree cat? (Catalpa)
7. A wildcat? (Catamount)
8. A bad cat for the eye? (Cataract)
9. A shooting cat? (Catapult)
10. A noisy cat? (Catarrh)
11. A great misfortune? (Catastrophe)
12. A violent cat? (Cataclysm)
13. A grapevine cat? (Catawba)
14. An electrical cat? (Cathode)
15. A cat that's a dupe, a tool? (Catspaw)
16. A universal cat? (Catholic)
17. A ranchman's cat? (Cattle)
18. A fisherman's cat? (Catfish)
19. A cat of religious instruction? (Catechism)
20. A listing cat? (Catalogue)
21. A cat with a harsh cry? (Caterwaul)
22. A cat for the violinist? (Catgut)
23. A church cat? (Cathedral)
24. A classified cat? (Category)
25. A range of mountains? (Catskill)

(Fold Along This Line)

Fortune's Roll Call

Each guest is given a slip of paper upon which is written the name of a certain trade—such as plumber, lawyer, sailor, carpenter and the like. One of the players takes his place upon the "throne" and calls each guest to him, one at a time. When a player's name is called, he must come to the throne and pantomime the motions indicated by the trade which has been assigned to him. He must keep up his action until the group guesses what he is representing.

Slide, Kelly, Slide

All the players, except one, are seated in a close circle which contains one extra chair. The extra player stands in the center of the circle. He attempts to sit in the vacant chair that is continually being taken by the person next to it before he can get there. As he calls "Slide, Kelly, Slide," he swings his arms to the right or left, in the direction in which he wants the players to slide. When he calls for the circle to move to the right, the person who finds the chair on his right vacant must slide into it. If the leader motions to slide to the left, everyone is responsible for the chair on his left. When "It" gets a chair, the person who should have occupied it must go to the center.

Team Spelling

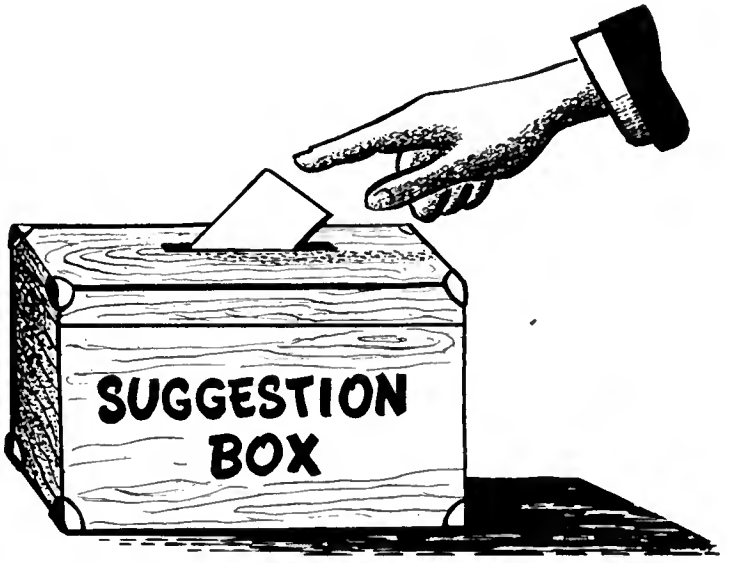
Two sets of the alphabet are prepared. The players stand in two lines, facing each other on opposite sides of the room. A set of cards, each displaying a letter of the alphabet, is given to each side and distributed among the players. The leader stands at one end of the room and calls out a word like "train." The players holding the letters in this word run forward from each team to the leader, holding up their cards and spelling the word "t-r-a-i-n." The side first to finish scores a point. If there are fewer players than there are letters in the alphabet, the words must be kept within the limitation of the letters in use. The team scoring the highest number of points wins.

Art Charades*

For this novel twist to charades, all you need are a pad of paper and a pencil for each of two or more teams, and one person to act as leader. The leader has a prepared list of ideas, proverbs, places, song and book titles and so on. He whispers an idea to one player of each team at the same time. Then each player runs back to his team and begins to draw on the pad as quickly as possible the idea that has been told him. The player who is drawing can't speak and can't write words, but must draw symbols or pictures.

If, for example, the idea to be drawn is "Broadway, New York City," one player may draw a skyscraper skyline, while another may prefer to draw a series of theatre marquees. The point is to get the idea across to your team first. One point is awarded for the team first guessing the idea. The final winner is determined after each player has had a chance to draw and the team score is tallied.

SOCIAL GAMES



Kite Carnivals

Kite-making, with kites decorated to suit the maker's taste, might begin in the indoor community centers, as it does in Syracuse, New York, and terminate in kite carnivals on the playgrounds, when the weather is more dependable than in March. March, however, could be used for try-outs.

Someone in Coventry, Connecticut, introduced a course in kite-flying into the first and second grades of the public schools. The children made and decorated their own kites according to their tastes; then, one day, seventy excited youngsters launched their own productions.

Joint Planning

In Muskegon, Michigan, the schools and city have jointly employed a landscape architect. The planning has been excellent, and both the school board and the city council are very pleased with the outcome.

For Carrying Plastic

In Beloit, Wisconsin, the crafts leader, Charles F. Jorgensen, Jr., has worked out a way of carrying rolls of plastic from one place to another. He has run poles through an old drawer, from side to side, and threaded the plastic rolls onto these. The drawer has a rope handle, to make carrying easier. To a lid have been fastened samples of many articles that can be made from plastic, thereby creating an attractive display which is transported easily and from which articles cannot be removed. When the cover is taken off, the orderly rolls of plastic turn freely on the poles, ready to be used. This arrangement also prevents the possibility of the plastic being misplaced, for the rolls cannot be removed.

Sources of Official Rules

Have you ever wanted a copy of the rules for a certain sport and didn't know where to get it? The Athletic Institute has the answer to such dilemmas—a list of the sources of more than fifty sports activities from archery to wrestling, with the cost of each rule book. It's a handy reference for every person connected with sports. A free copy may be obtained by sending a stamped, self-addressed envelope to Rule List, The Athletic Institute, 209 South State Street, Chicago 4, Illinois.

Square Dance Booklet

A good idea has been initiated by Mr. and Mrs. Bill Gehreans, square dance callers for the Pittsburgh recreation department adult program. They prepared a mimeographed booklet of square dancing helps, called *Square Your Sets*, to be distributed to all participants in this type of dancing. Titles of some of its sections are: "So You Wanta Square Dance?," "What Is a Caller?," "Am I Going Too Fast," "Learn the Rounds." Another section presents the meaning of some of the calls. Says Bill, in the introduction: "It won't do you any good if we skip over some of this stuff so fast that you aren't able to get each of the fundamentals as they come up. On the floor, be sure to let me know by waving your hands when I ask, 'Is there anyone who didn't get the last figure?'"

Award Ribbons

For several years, the Caldwell-West Caldwell Recreation Commission, in New Jersey, has "battled" the problem of finding suitable prizes for special-events days on its playground. Members have been searching for colorful and attractive, yet reasonable awards and, last year, they used colored ribbons imprinted with white flock. The ribbons, two by six inches, were blue, green and red, and were used as awards for first, second and third place, respectively. Spaces provided on the ribbon permitted typing in the name and date of the event. Each playground was provided with twenty-four ribbons, three of which were used on each of the eight special-event days. Judges were usually adult volunteers, although youngsters occasionally acted in this capacity. The ribbons were attractive and were highly prized by the boys and girls, who attached them to the regular award certificate issued by the commission.

Winning Their Letters

A point system of awarding credits to students for extracurricular activities has been developed in the high school in Van Wert, Iowa, which enables boys and girls to win letters similar to those awarded for participation in athletics. Students are given twenty-five points for playing in the band, ten points for appearing in a class play, twenty-five points for maintaining a perfect attendance record; and points are taken away for absence without excuse from rehearsals, public appearances and so on, or failure in any school subject. Chenille letters are given for accumulation of one hundred points. Students who receive two hundred points also receive pins.

Ernest G. Dodge

JUMP AROUND

a New Parlor Game

MILLIONS OF Americans have, at some time in their lives, sought entertainment of a quiet sort through one or another of those table games calling for strategy, in which the object of play is to move one's men across the board more rapidly than does the opponent. "Halma," "Chinese Checkers" and "Pyramid" may be cited as examples. The new game of "Jump-Around," invented by the author and tested for several years before release to the public, is governed by rules which permit playing pieces to travel much more quickly than in any of the foregoing. The interest of the game is further greatly enhanced by three special devices peculiar to "Jump-Around." These include the *complete circling* of the board in contrary directions, which causes one's men to tangle with those of the other player twice in each game instead of once; the *pushing-back* of the opponent's pieces, which tends to disturb his strategy; and the special play called "*Grand Break-Out*," occurring once in each game for each player, whereby three delayed pieces suddenly come forward in ways quite often unpredictable.

Though the rules of the game are copyrighted, there is nothing to prevent the reader from making a "Jump-Around" board for himself or friends. This he can easily do, at a very small expenditure of time, if he is content to forego anything as fancy as wood or beaverboard and to use merely a piece of light colored wrapping paper, a little more than eighteen inches square. For the disks with which to play, use ordinary checkermen, obtainable at almost any variety store.

In addition to the one large and three small black figures known as "Barriers," the board consists of 120 small squares, each one and a half inches in size. It is divided by heavier lines into eight unequal areas, which are made distinguishable to the eye by the dots or figures inscribed in certain of them. The two spaces of irregular shape, full of horseshoes, triangles and stars, are the "Home Fields" of the two players. Neither player is allowed to trespass into that of the other. One person begins the game with home field at his right, and his men travel clear around the board in a clockwise direction; the player whose home field is at his left must send his men around the board counter-clockwise. In general, the pieces of the two players will first pass each other in or near the "First Bottleneck" (the large area in plain color lying most remote from the home fields) and then they will pass each other, a second time, under more crowded conditions in or near the "Second Bottleneck." (the area with four dots in each square).

The irregular space of nine squares in plain color, right beside your home field is called your "Suburban Field"; and the two areas with a plus sign in each square are called the "Long Rectangles." The sample board presented here is arranged to show the position of the pieces while an actual game is in progress.

Position of Men at Beginning of Game

Within your home field, five of your men will occupy the five horseshoe squares, and these must do all the playing prior to the "Grand Break-Out," described later. Until that time, the three men on the triangle squares are not allowed to move, though they may be jumped over. To help in remembering their temporary immobility, those three are held down, for the time being, by having a second disk piled on top of each. The three star squares stand vacant.

Position of Men at Finish of Game

In order to win the game, you must be the first to move your eight pieces around the board and back to your home field; but, this time, you must arrange them to cover all your star and horseshoe squares, leaving the triangle squares vacant.

Simple Moves

Pieces may be moved diagonally, directly to right or left and directly

AUTHOR, *now retired from government service, resides in Washington, D. C.*

to and from the player. When it is necessary or desirable to move a man without his jumping anything, he may travel in any one of the eight directions to the extent of either one or two squares, but no farther.

Jumping Your Own Men

If one of your men is directly adjacent to another, and there is a vacant square on the opposite side, the one may jump over the other, not disturbing it in any way. After making such a jump, if the man in play is in position for another jump, the series may be extended as long as proper conditions are encountered. It is not compulsory, however, to continue jumping as far as possible, since the player is free to terminate his play whenever he thinks best.

The Ante-move

If you are separated by a two-square distance from the man you desire to jump—or if, though adjacent, you are not on the square which best serves your purpose—you may first move your man to the extent of one space in any direction which will bring it into the desired jumping position, after which the jump or series of jumps proceeds as above.

The After-move

After completing a series of one or more jumps, you may stop, if you think best, on the square reached by the last jump. Most frequently, however, it is better to finish the play by using the privilege of the after-move. This means that you may move the jumping piece one square more, in any desired direction. This not only advances you farther, but often helps to build up a so-called "ladder" or series of men two spaces apart, over which further jumping for rapid progress will be possible later—unless your opponent manages to break it up.

Jumping: i.e. Pushing the Opponent's Men

This is the modified form of a jump which affects a disk of opposite color from your own. You are allowed to jump the other player's pieces under the same conditions as your own, but with one important difference; instead of leaving his man undisturbed where you find it, you carry it along with you onto the vacant square into which you are jumping. To accomplish this, you place your man on top of his, push the two into the vacant space beyond, then lift your man off and carry it further—by another jump or by the after-move. The after-move may be in any direction.

The Grand Break-Out

This is a spectacular series of four consecutive plays which you will execute once in each game. Until you start playing the "Grand Break-Out," three of your men (as already noted) have been left far behind on the triangle squares of your home field, being anchored there by the extra or covering disks. You are not allowed to start these men into play until *at least three* of your five other pieces, already in action, have passed *clear through* the first bottleneck, so as to have reached your opponent's side of the board. Even after getting three or more of your men thus advanced, you may postpone your "Grand Break-Out" for a while if you wish, and sometimes it is well to do so.

Whenever you decide upon a "Grand Break-Out," you have the unique privilege of making four complete plays one after another, while your opponent wonders what the board will look like when you get through! You proceed as follows: First remove from the board the three top disks which have served as anchors. Then, in three consecutive plays, empty the triangle squares by moving your three men out of the home field and advancing them as far as you find practicable. Right after this, you are allowed to make a fourth play. For this, you may move any piece which still is left on your side of the board, not yet having entered the first bottleneck. (Occasionally it may even be the piece which has just performed the third play.)

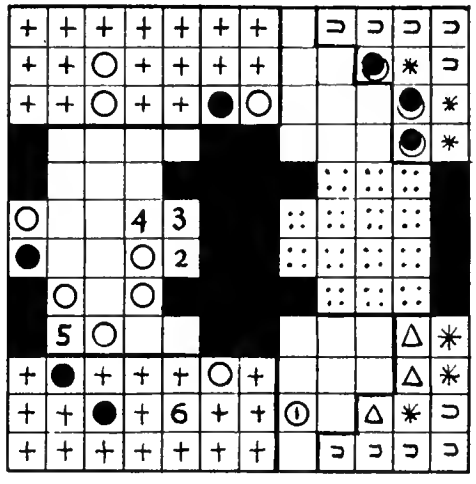
Things Advised and Things Forbidden

At the very beginning of the game, it is to your advantage to leave untouched the man on the horseshoe square farthest from the corner until several other men have used it as something to jump over. By use of ante-move and after-move, you can build up a ladder.

Remember that you cannot uncover your pieces on the three triangle squares and start them into play until at least three of your other men have left the first bottleneck.

Never advance any man farther than the squares forming the second bottleneck, until both your home field and your suburban field are left entirely empty. This is based upon the valid principle that men just starting out and men who have nearly circled the board must never be allowed together in the same field, creating a possibility of confusing the one with the other.

Never move any man of yours into your opponent's home field—not even to reach a momentary position from which it would jump out as part of the same play. "A man's home is his castle." Nevertheless, your opponent may push a man of yours into his home field. Once you have been thus pushed, you are free to move your man in any normal manner, the same as though it were elsewhere. In your move for escape, you may sometimes



even push a man of his out of his home field.

If your man has been pushed into your opponent's home field, you may delay moving it out for a while, if you wish. But if a man of yours should chance to be there after the opponent moves the last of his pieces out of the second bottleneck (into either his home or his suburban field), you must

then make it your business to get out of his home field by your very next move or moves: for, if you were to stay there any longer, you would unjustifiably stand in his way.

Scoring at the End of the Game

As soon as either player gets his eight men into final position, he should say "All Home!," thus calling or terminating the game. The defeated person should then continue his playing (though not for more than five plays), in order to see by how much he has come short of winning. If he can get all his men into final position by using those five supplementary plays (or less), the contest is considered a "normal game"; but, if the five moves are not sufficient, the game is pronounced a "shut-out."

Three subvarieties of a normal game are: "photofinish" or "eyelash," which is a margin of only one play; "light margin," two or three plays; and "strong margin," four or five plays.

The Picture Isn't Complete

Dr. Hollis Fait

IN ANY DISCUSSION of a competitive sports program, opinion grows violently pro or con, depending upon the individual's experience with, and observation of, competitive activities. In moments of intelligent calmness, we must all admit that the picture of what happens is far from complete.

A recent study of the effects of competitive play upon the boy of junior high school age,* reveals that there is much need for further study before anyone can say with certainty that competitive athletics are harmful or helpful to the participants. One important area of such study, which has been largely overlooked, is that of competitive playground sports.

Children participating in playground programs often engage in many of the same competitive sports offered in school athletic programs. Consequently, they are exposed to the same possible injuries which may occur in competitive school sports.

Competitive play is a common part of the playground program. In a recent questionnaire survey of the playgrounds of twenty large cities of the United States, it was found that fifteen of the sixteen directors responding indicated that competitive inter-playground activities were conducted by various playgrounds in their cities. Only four of the cities required medical examinations of the participants in the competitive sports program. Few kept any records of the number and nature of injuries incurred on the playgrounds.

Playground directors could render a valuable service to themselves, to physical educators and those interested in the effects of competitive athletics upon the growing child, generally, by requiring thorough medical examinations of those children involved, and by keeping adequate detailed records of all injuries. The study of such records over a period of years would add immeasurably to the over-all picture of what happens when a child engages in strenuous activity.

A medical examination is, of course, essential for the child's protection. The examination should be thorough enough to eliminate those with pathological hearts and other conditions which might be aggravated by strenuous play. Aside from this, the examination is necessary to provide full data on the participant in order that his record of injuries will be meaningful.

For example, some orthopedic surgeons have stated that there is considerable danger of partially or totally displacing the epiphyseal caps of the long bones of pre-high school boys during rough play. The medical accident reports from the different states are silent concerning such injuries—if they occur, they are apparently classed with dislocations or fractures. If the records are to be helpful to recreation specialists, they should include such detailed diagnoses.

Complete records of the number and types of injuries which occur to individuals of each age group while engaging in competitive play could also add greatly to the over-all accident data by determining which injuries are most frequent, which age group is most susceptible to injury and under which conditions injuries are most likely to occur.

All playground directors and recreation specialists connected with playground work should be urged to direct their efforts toward the keeping of such records. These cannot fail to be worth the time and effort spent in organizing and preserving them.

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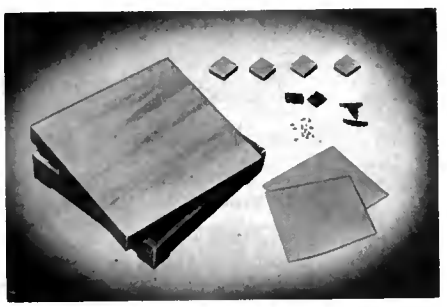
* HOLLIS F. FAIT, *An Analytical Study of the Effects of Competitive Athletics upon Junior High School Boys*, unpublished, Doctor of Philosophy dissertation, State University of Iowa, 1951.

DR. FAIT *is director of health and physical education at the Arkansas Agricultural and Mechanical College.*

Recreation MARKET NEWS

For Fun and Usefulness

A new handcraft hobby line of boxes with the intriguing name of "Glamorwood", is being offered by the Metal Goods Corporation, Woodcraft Division, 640 Rosedale Avenue. St. Louis 12, Missouri. "Glamorwood" kits contain chests made of rich hardwood adapted to decorating by painting, wood burning, carving, metal trimming, and the application of Velvetex and wood carvings. They are available in seven basic sizes, ranging from those small enough to accommodate cards or cigarettes, to the largest (twelve and one-half inches by eight and three-fourths inches by three and three-fourths inches) which can be



"Glamorwood" box ready for assembly

used for such things as lingerie, sewing kits, hosiery. Each kit contains assembled, smoothly sanded boxes ready for decorating and finishing. A free brochure and catalog entitled "America's Exciting New Craft" may be had by writing to the manufacturer.

Playground Equipment

Many playground directors are already familiar with Jamison Playground Equipment. To them this is a reminder, and a suggestion to those who don't know what they offer, to send for the latest catalog. Write to Jamison Manufacturing Company, 8800 South Mettler Street, Los Angeles 3, California. Their products include the Steelspin Merry-Go-Round, the smaller Schoolspin Merry-Go-Round, Nursery Climber, a variety of slides, swings, gym sets, basketball backstops, teeters, turning bars, bicycle racks, and steel fittings.

Damp Resistant Paint

Information on a new coating for painting locker and shower room walls may be obtained by writing United Laboratories, Incorporated, Cleveland, Ohio. Certified Wet Surface Enamel No. 445, available in white and several colors, is especially adaptable to painting surfaces which are constantly damp and where humidity is constantly high.

Floor Protector

For those responsible for floor surfaces in auditoriums, gymnasiums, clubhouses, and even roller skating rinks, it might be well to investigate a matting manufactured by Vinyl Plastic, Inc., 1825 Erie Avenue, P.O. Box 451, Sheboygan, Wisconsin. Known as "Flor-Life" it is less than one-eighth inch thick, yet has proved able to resist damage in clubhouses where golf cleats are permitted throughout the building. "Flor-Life" is laid in a similar manner as rubber tile, and all necessary materials, adhesive, runner material, and coving are also available.

Improved Transcription

Califone Corporation of Hollywood, California, announces a new 1952 line of transcription players, ranging from the lightest portable player to the most powerful single unit sound system. It includes as an optional feature, FLUID SOUND, the new pickup system which gives improved fidelity of sound and makes possible perfect reproduction of both microgroove and standard recordings with a single stylus. The 1952 line also includes the patented "Varipole" speed control which permits a gradual adjustment of turntable speed from twenty-five percent below normal to ten percent above normal. Another important feature is the exceptional portability of all models in the 1952 line. In those containing two speakers and capable of reaching audiences of 3,500 persons, total weight is only thirty-two pounds. All improvements have been incorporated into the 1952 line at no increase in prices. Further details may be obtained by writing to the Califone Corporation, Department JO. Hollywood, California.

Play Ball

A completely new line of Sun official rubber athletic balls, including footballs, basketballs, soccer balls, volley balls, water polo balls, baseballs, softballs, and playground balls, is now available. All of the new balls, subjected to stringent tests, have been proved superior in every respect. A full color, 12-page brochure describes in detail the new line, and also gives a brief history of Sun's pioneering efforts in the development of rubber athletic balls and describes the research involved in the development of the new line. Write the Sun Rubber Company, Barberton, Ohio, or Sun's New York office, 271 Madison Avenue, Room 708, New York 16, New York.

Room for One More

A new bleacher design principle which seats four spectators for the cost of the first three, plus additional seat and footboards, has been incorporated in the Sico Portable Steel Bleacher.

For complete information, refer to form KP-D, Seating, Incorporated, 3565 Wooddale Avenue, St. Louis Park, Minnesota.

Books Received

American School and University Yearbook, The. American School Publishing Corporation, 470 Fourth Avenue, New York 16. $5.00.

Ballet for Today, Nico Charisse. Murray and Gee Publishers, Incorporated, Culver City, California. $5.00.

Between Two Centuries, edited by Clifford M. Carey. Association Press, New York. $2.00.

Boston YMCA and Community Need, The. William B. Whiteside. Association Press, New York. $3.00.

Calender of Parties, A, Edith and Jack B. Fellows. Broadman Press, Nashville, Tennessee. $3.15.

Championship Figure Skating, Gustave Lussi and Maurice Richards. A. S. Barnes and Company, 232 Madison Avenue, New York. $3.75.

Child Life Story Book, edited by Anne Samson. The John C. Winston Company, Philadelphia. $2.50.

Community Uses of Public School Facilities, Harold H. Punke. Kings Crown Press, New York. $3.75.

Cowboy Jamboree: Western Songs and Lore, Harold W. Felton. Alfred A. Knopf, New York. $3.00.

Curling, J. Ken Watson. A. S. Barnes and Company, New York. $3.00.

Family Scrapbook, The, Dr. Ernest G. Osborne. Association Press, New York. $3.95.

Flower Making, Clara Kebbell. Studio Crowell, 432 Fourth Avenue, New York. $1.50.

Greatest Sport Stories, The, from the *New York Times*, edited by Allison Danzig and Peter Brandwein. A. S. Barnes and Company, New York. $4.95.

Growing in the Older Years, edited by Wilma Donahue and Clark Tibbits. University of Michigan Press, Ann Arbor. $2.50.

Handicraft, Lester Griswold. Ninth edition. Lester Griswold, Colorado Springs. $4.00.

Handbook of Active Games, Darwin A. Hindman. Prentice-Hall, Incorporated, New York. $6.00.

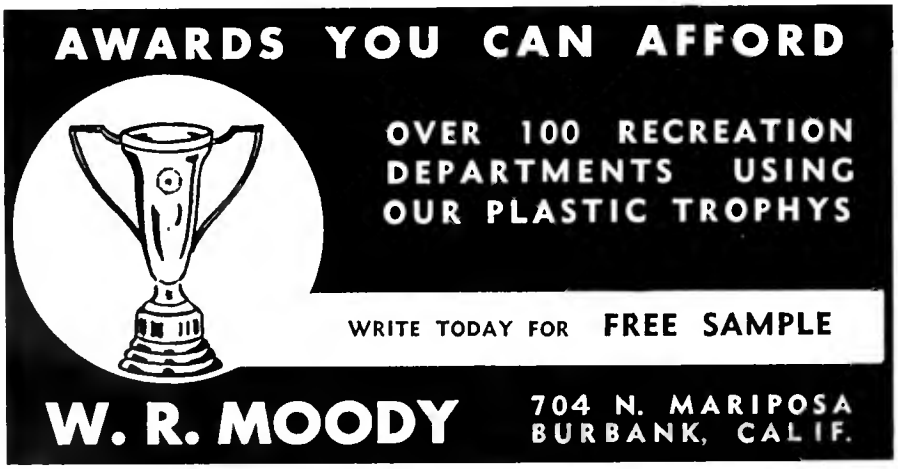
High Score Bowling, Tony Sparando. Sterling Publishing Company, New York. $1.00.

Hockey Handbook, The, Lloyd Percival. The Copp Clark Company, Limited, Toronto, Canada, and A. S. Barnes and Company, New York. $3.75.

How to Build Games and Toys, B. W. Pelton. D. Van Nostrand Company, Incorporated, New York. $3.95.

Making Pottery for Profit, Richard D. Cole and Peg B. Starr. Sterling Publishing Company, Incorporated, New York. $2.95.

Rocks and Their Stories, Carroll Lane Fenton and Mildred Adams Fenton. Doubleday and Company, Incorporated, Garden City, New York. $2.50.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Magazines

Beach and Pool, November 1951.
How to Organize a Handicapped Children's Swimming Program, Marjorie E. Yaut.
Coping with Public Health Problems in Swimming Pool Operation, E. Harold Hinman.

School and College Management, September, 1951.
The Adventure Approach to Education.

Understanding the Child, October 1950.
What a Community Can Do For the Mental Health of its Future Citizens, Elizabeth Replogle.
The Value of Art in Understanding Children, Lilian Mould.

Understanding the Child, June 1951
Summer Play Groups for Young Children, Adele S. Mossler.

Understanding the Child, October 1951.
Do Our Children's Books Meet Emotional Needs?, Hanna Colm.

Pamphlets

Better Than Rating: New Approaches to Appraisal of Teaching Services. National Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C. $1.25.

Care and Construction of Tennis Courts. United States Lawn Tennis Association, 120 Broadway, New York 5. $.25.

Casework Services in Children's Institutions. Welfare Council of New York City, 44 East Twenty-third Street, New York 10. $.50, with bibliography $.60.

Children's Theatre Manual, compiled by Seattle Junior Programs, Incorporated. Children's Theatre Press, Cloverlot, Anchorage, Kentucky. $.75.

Conservation, A Handbook for Teachers. New York State College of Agriculture, Cornell University, Ithaca, New York.

RECREATION

is one of the fields in which
SCHOOL ACTIVITIES

has been serving the schools of America for twenty years. Under the editorship of Dr. Harry C. McKown, well-known authority on extracurricular activities, this monthly magazine promotes the following interests:

ACTIVITY PROGRAMS – Current thought of leaders in the field of democratic group activities.
SCHOOL ASSEMBLIES – An assembly program for each week of the school year.
CLASS PLAYS – Help in selecting and staging dramatic productions.
CLASS ORGANIZATIONS – Directions for the successful guidance of school groups.
FINANCING ACTIVITIES – Suggestions for financing student functions.
ATHLETICS – News and ideas on late developments in intra-mural and interscholastic sports.
DEBATE – Both sides of the current high school debate question.
DEPARTMENT CLUBS – Instructions and aids in the directing of school clubs of all types.
HOME ROOMS – Ideas and plans for educative home room projects.
PEP ORGANIZATIONS – Devices for stimulating loyalty and school spirit.
STUDENT PUBLICATIONS – Guidance in the production of school newspaper and yearbook.
PARTIES AND BANQUETS – Suggestions for educative and wholesome social activities.
STUDENT GOVERNMENT – Sound direction in development of student sense of responsibility.
MISCELLANEOUS ACTIVITIES – Music, commencement, point systems, etc.

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School Activities Publishing Co.

1515 LANE STREET **TOPEKA, KANSAS**

new Publications

Covering the Leisure-time Field

Handbook of Active Games

Darwin A. Hindman. Prentice-Hall, Incorporated, New York. $6.00.

This is a valuable book for the library of the physical education teacher and the recreation leader. The author has used an unusual method of presenting his material—arranging it according to game-family groupings and then proceeding to show the relationship between the members of that family.

For example, under "Tag Games," there are two classes: "Continuous Tag" and "Non-continuous Tag." Under each of these headings are divisions and sections which immediately show the reader what methods of traveling are specified, how the runners can obtain immunity from being tagged, whether they are independent or work in pairs or teams, whether or not the chaser is predetermined. Under each of these divisions, the author has listed the best known and favorite games of children, describing them briefly and clearly.

Of the eleven chapters in the book, the following deal with "Running Games With No Tagging": dodgeball games, combat games, stunt and alertness games, target games, propel and catch games, bandy (batting) games, baseball games, bombardment games and goal games. In addition, Dr. Hindman has included an alphabetical index for quick reference.

It is good to see women's rules emphasized for many of the team games and to see references to the National Section on Women's Athletics of the American Association for Health, Physical Education and Recreation.

Between the covers of this four-hundred-page publication are the directions and rules for practically every active game which a leader would use for either children's or adult groups. Dr. Hindman is to be congratulated for producing a top-notch game book. —*Helen M. Dauncey*, Katherine F. Barker Memorial Secretary for Women and Girls, National Recreation Association.

Principles of Recreation

John L. Hutchinson, Ed.D., A. S. Barnes and Company, New York. $3.50.

This textbook provides a comprehensive fund of information concerning recreation principles and methods of achieving the best recreation service. In Part I, dealing with foundations of recreation, the author presents a thoughtful and provocative interpretation of the meaning and objectives of recreation, traces its cultural development in the United States and its economical and social aspects. Recreation is defined as "a worthwhile, socially-accepted leisure experience, providing immediate and inherent satisfactions to the individual who voluntarily participates in an activity." The author's viewpoint rules out any predetermined hierarchy of experience within the field of recreation. Consideration is given to aspects which often are avoided, such as segregation, gambling, waste and non-constructive forms of leisure-time activity.

Part II treats with the status of public recreation and includes chapters on municipal, state and federal recreation and recreation in education. The author gives fair and serious consideration to the pros and cons of problems, controversial issues and proposed solutions. In his interpretation of statistics relating to municipal recreation, a number of errors are detected and several conclusions relating to the administration of municipal recreation are subject to question. His statement, for example, that towns under twenty thousand population cannot be expected to support a full-time executive and year-round program and, therefore, will look to the school authorities for part-time leadership can readily be challenged. Developments in a large number of small cities in recent years have demonstrated that smaller cities can and will support a year-round recreation executive and program.

Principles of recreation, as applied to program methodology, administration and evaluation, are developed in considerable detail. General procedures and principles are stressed, rather than specific detailed operations. Throughout this section, the author presents "levels of attainment," under which he portrays various degrees of adequacy with which the different recreation principles can be applied. He takes a critical view of recreation planning, administration and programs as frequently practiced on the state and local levels, and challenges recreation authorities at many points to raise their sights and analyze their methods and accomplishments. He is especially critical of the inadequacy of the provisions which many recreation agencies are making in the way of family participation and in planning leisure activities for the aged.

In the final section, John Hutchinson defines community recreation, outlines its problems and offers a specific plan for its coordination. Other proposals call for the certification of workers, state financial aid to communities and more sincere efforts at coordination and cooperation among recreation agencies.

Principles of Recreation is not a book to be scanned quickly; it deserves careful reading. Dr. Hutchinson has rendered a genuine service by preparing it.—*George D. Butler*, Research Department, National Recreation Association.

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HELEN DAUNCEY Social Recreation	Scottsboro, Alabama February 4-7	Delbert Hicks, Jackson County Board of Education
	Portland, Maine February 18-21	John H. Crain Jr., Director of Recreation, Parks and Recreation Department, 260 Congress Street
	Greenwich, Connecticut February 25-28	Joseph Catalinotto, Banksville Community House, R.F.D. No. 1
	Niagara Falls, New York March 3-6	Myron N. Hendrick, Director of Recreation, Bureau of Parks, City Hall
	Binghamton, New York March 10-13	Miss Evelyn S. Emerson, Council Secretary, Council of Social Agencies, 32 Henry Street
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	Jefferson County Louisville, Kentucky March 31-April 3	Charlie Vettiner, Director, Jefferson County Playground and Recreation Board
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	Southern District March 3-27	Ralph Van Fleet, 1747 Apache Trail, Clearwater, Florida
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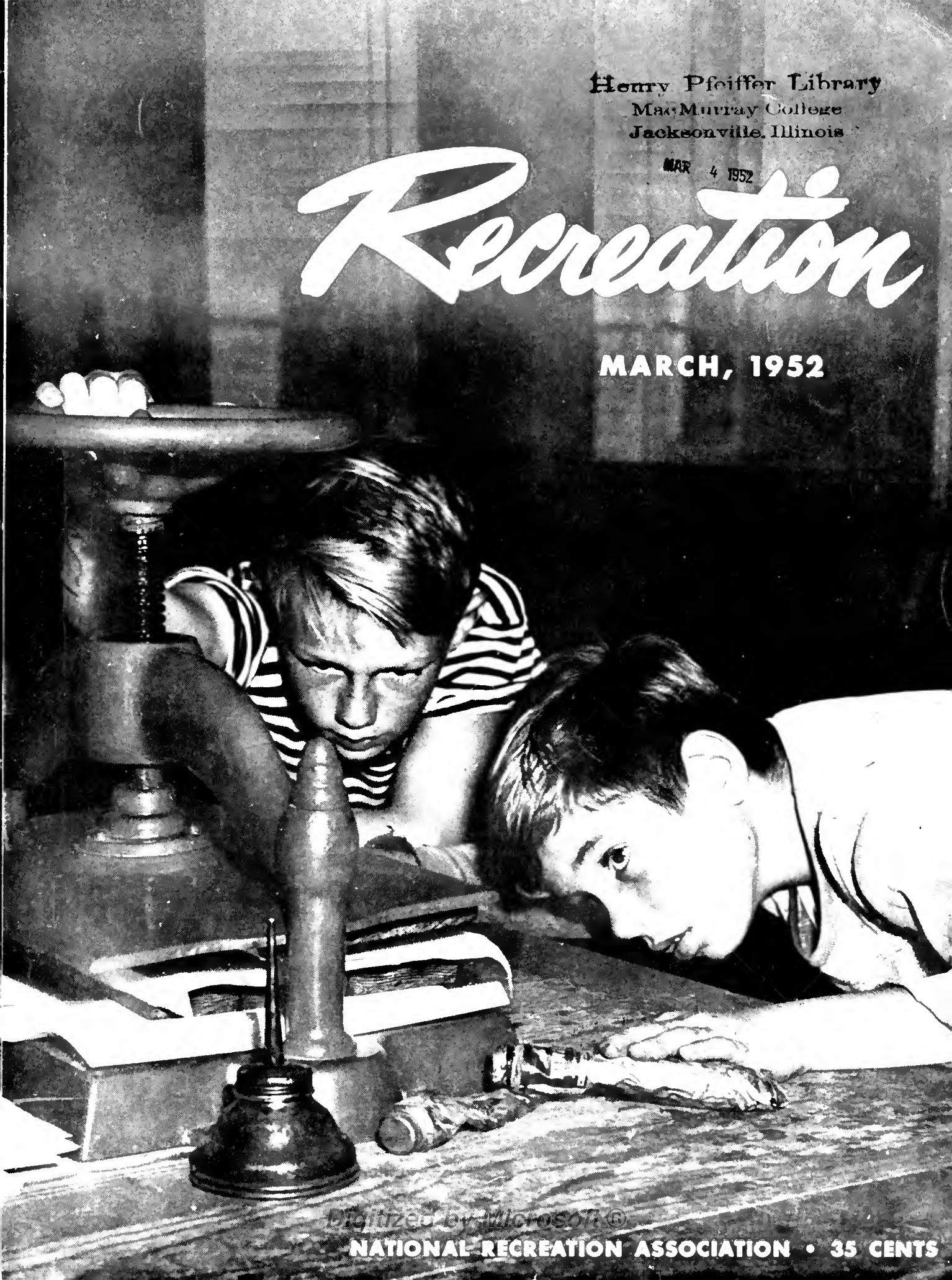

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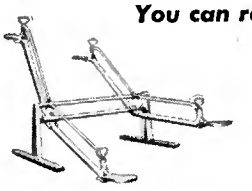

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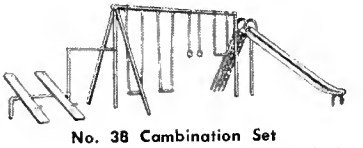

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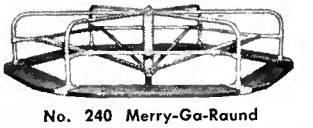

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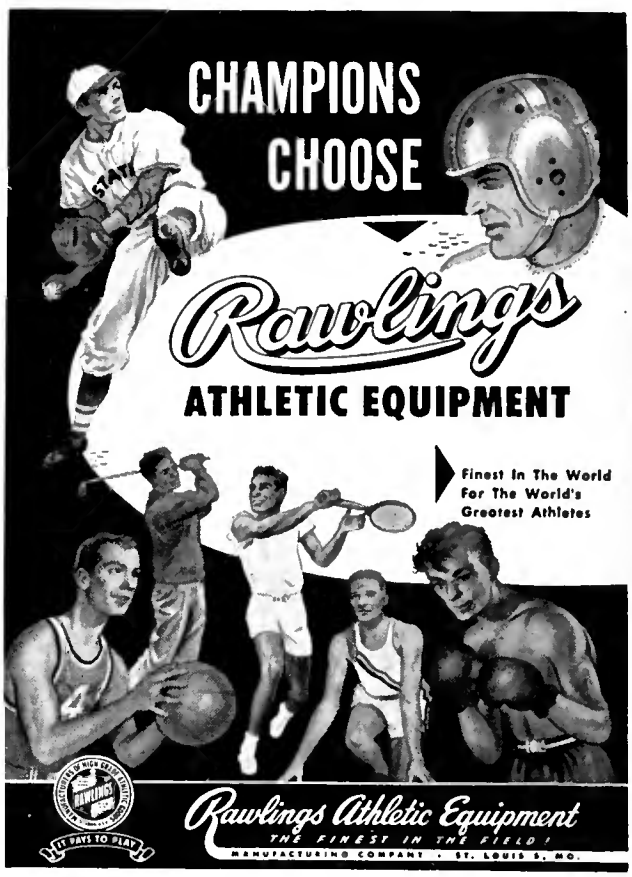
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Recreation*

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Vol. XLV Price 35 Cents No. 10

On the Cover

Specimen collecting trips are an active part of San Francisco's Junior Museum program, and many treasures can be mounted, with the aid of a press such as these boys are using. Picture by courtesy of the San Francisco Recreation Commission.

Next Month

Harbinger of summer is the April RECREATION, *annual Playground Issue.* Ideas, suggestions, news, pictures, all designed to help leaders make this summer a success. "Weave in Some Singing" by Arthur Todd gives pointers on how to include group singing in the playground program. The first of three articles on photography as a hobby appears. Equipment, safety, leadership techniques receive attention. Your own plans and projects can get a boost from the thoughts shared in this issue. Especially good is "Crafts in the Recreation Program" by Viva Whitney.

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RECREATION is published monthly except July and August by the National Recreation Association, a service organization supported by voluntary contributions, at 315 Fourth Avenue, New York 10, New York; is on file in public libraries and is indexed in the **Readers' Guide.** Subscriptions $3.00 a year. Canadian agency, G. R. Welch Company, Ltd., 1149 King Street West, Toronto 1, Ontario; Canadian subscription rate $3.85. Re-entered as second-class matter April 25, 1950, at the Post Office in New York, New York, under Act of March 3, 1879. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized May 1, 1924.

Advertising and Production Office: Jones Press, Fifth and Fifth South, Minneapolis 15, Minnesota.

Space Representatives: H. Thayer Heaton, 415 Lexington Avenue, New York 17, New York; Mark Minahan, 168 North Michigan Avenue, Chicago, Illinois; Keith H. Evans, 3757 Wilshire Boulevard, Los Angeles 5, California.

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CONTENTS

General Features

People's Recreation: A Philosophy for Plain Folks (Editorial), Dr. Arthur Katona ... 533
Recreation is Fundamental, Joseph Prendergast ... 540
Drama in the Parks—An Experiment, Grace M. Goodall ... 545
Community Leaders, Use Your Initiative!, Sherwood Gates ... 553
What's the Next Move for Our Elderly? ... 558
Recreation for Older Adults
At Sixty Plus, Allen G. Brailey ... 562
Volunteers and Senior Citizens, Mary Elizabeth Bayer 564
A Joint Jamboree, William B. Cook ... 565
Items of Note ... 583
Index to Volume XLV, RECREATION Magazine, April 1951 - March 1952 ... 588

Administration

School Camping—As Viewed by the Recreation Director, Julian W. Smith ... 537
Community Centers, Seattle Style ... 541
Performance Budget for Recreation, Jesse A. Reynolds and John A. Donaho ... 548
Census Figures ... 550
Per Capita Expenditures for Recreation and Parks ... 569
Community Programs Include Service Men ... 572
Data on Swimming Pools ... 575
A Case for the Recreation Board, George Butler ... 576

Program Activities

Some Thoughts on Being A Recreation Leader, Helen M. Dauncey ... 543
Come On In—The Dancin's Fine ... 551
Day Camp for Oldsters ... 560
How To Do It! Make Your Own Baseball Bases, Frank A. Staples ... 566
Newspaper Parties Are Still Popular, Mildred Scanlon ... 567
Arts and Crafts for Recreation at a State University ... 570
Make It Yourself: Anyone Can Make a Paper Show, Taiko Abe; Plan for Easels ... 571
A Matter of Life or Death, Paul Nelson ... 574
For Bowling Enthusiasts ... 579
Recipes for Fun—Musical Mixers ... 581

Regular Features

Things You Should Know ... 534
Letters ... 535
Editorially Speaking ... 536
Personnel—Recreation Training Opportunities, Garrett G. Eppley, Larry Eisenberg, Robert Gamble 554
—Recreation Leadership Training Programs ... 578
Recreation News ... 571
Recreation Market News ... 580
Suggestion Box ... 584
Books Received ... 585
Magazines and Pamphlets ... 585
New Publications ... 587
Recreation Leadership Courses Inside Back Cover

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The continuation of the work of the National Recreation Association from year to year is made possible by the splendid cooperation of several hundred volunteer sponsors throughout the country, and the generous contributions of thousands of supporters of this movement to bring health, happiness and creative living to the boys and girls and the men and women of America. If you would like to join in the support of this movement, you may send your contribution direct to the association.

The National Recreation Association is a nationwide, nonprofit, nonpolitical and nonsectarian civic organization, established in 1906 and supported by voluntary contributions, and dedicated to the service of all recreation executives, leaders and agencies, public and private, to the end that every child in America shall have a place to play in safety and that every person in America, young and old, shall have an opportunity for the best and most satisfying use of his expanding leisure time.

For further information regarding the association's services and membership, please write to the Executive Director, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

People's Recreation

A Philosophy for Plain Folks

A Guest Editorial — **Arthur Katona**

A PHILOSOPHY should be a guiding light, an ideal by which men live. It is just as necessary for good recreation as it is for the good life. Without it, recreation becomes a directionless hodgepodge, just as life becomes an aimless welter.

The kind of philosophy will determine the quality of play and of living. Most people have some kind of philosophy, whether or not they are aware of it. Their aims, goals, principles, ideals, expressed or unexpressed, determine the kind of life they lead. The person who believes in the Golden Rule will treat his fellow men quite differently than the one who thinks that "anything goes, as long as you get away with it." In sports, he who tries to play the game clean and fair is of a far different breed than he who tries to win by hook or crook.

In recreation, the underlying motive strongly affects the nature of the activity and may make the difference between what is wholesome and what is not. If too much stress is placed on money-making, there occurs a build-up of thrills, sensations, and stunts for the sole purpose of increasing the "gate." Players, whether hot rod racers, boxers, or basketball youths, are sacrificed to draw the crowds. Onlookers not only become infected with the disease of "spectatoritis" but suffer an emotional debasement.

If competition is overly stressed, then winning becomes an obsession. Not the enjoyment of the game but gaining the victory becomes the dominant concern and so dominant that the results may be appalling.

So, too, when exhibitionism becomes paramount, then individualistic showing off displaces group sharing. The folk and square dance may become mediums for display rather than means for socialized enjoyment, and snobbery tends to elbow out fellowship.

What, then, may be the principles, aims, ideals—the philosophy—of people's recreation?

By people's recreation we mean the recreation of plain folks, of everyday people, of ordinary neighbors, the kind that can be enjoyed in common in a home, a barn, a town hall, or a church basement. In other words, folks of the workaday world meet as friends and neighbors to sing, dance, and play games together, and side by side to make beautiful things with their hands.

The Philosophy

I. An important goal should be that of fellowship. Sociability, friendship, neighborliness, camaraderie—these are its primary practices. Songs, games, dances, and crafts should be fun, of course, and enjoyed in themselves, but they should contribute to the main value which is essentially spiritual. When people come together as good friends and neighbors and share pleasures, their is the fellowship joy of life.

II. It should be homemade—family-made, neighbor-made, community-made. People should learn to sing songs, make music, play games, dance dances, and do crafts on their own. It is surprising how much talent and leadership plain people have if given a chance. At a community square dance in a southern Ohio village where miners and farmers get together for fun on a Saturday night, folks play their own music and call their own squares, just as they dance their own dances. Men and women take turns on the orchestra platform, and men take turns calling. Years ago farmers carved and decorated their own furniture while their wives spun, wove, and embroidered beautiful cloths. Their lovely handiwork today is sold for high prices as antiques. In those times people went ahead and made fine things with their hands and didn't bemoan their lack of "talent" or "genius" as is done today by many sophisticated moderns.

III. It should be cooperative, not competitive. People should share their recreation. The skilled should help the unskilled, the experienced should impart their proficiency to the beginners. There are so many hectic contests in these competitive times that people ought to relax and enjoy each other's company and play for fun and not for keeps.

IV. It should be simple and sincere, so that everyone may enjoy it. A joyous communal spirit should pervade activities, and this cannot take place if the complicated, spectacular, and tricky intervene. There is no room for snobbery or exclusiveness in people's recreation. When a recreational activity, the dance, for example, is kept relatively simple, each participant gives of himself to the rest in a shared endeavor; everyone contributes to the communal spirit, is, indeed, merged into it. But when the dance becomes difficult, the individual dancer concentrates on his personal problem and achievement and becomes isolated from others.

V. It should be nonprofit, not commercial, not money-making. Too much recreation today is bought and sold. Too much stress is put on the "take." People's recreation should be made by the people who enjoy it, as inexpensively as possible, and, like virtue, should be its own reward. Its values are not of the market place but of the fellowship circle.

DR. KATONA, *a previous contributor to* RECREATION, *is an associate professor of sociology at Colorado Agricultural and Mechanical College, Fort Collins.*

Things You Should Know . .

● THE ISSUANCE OF A THREE-CENT POSTAGE STAMP to recognize recreation and its importance to the happiness of our people is being promoted by the Boston Board of Recreation. The board voted unanimously to have appropriate legislation to this effect introduced in the Congress of the United States, and proposes that this stamp have the likeness of the late Joseph Lee, the father of the American playground. It is the intention of the board to prosecute with vigor the passage of this legislation. Other recreation departments may want to get behind such action, and can help by getting in touch with their own Congressman.

● THE RESULTS OF A SURVEY of state-administered facilities, and the extent and types of services offered to communities interested in developing and administering recreation programs, conducted by a state interdepartmental committee, have just been released in Tennessee. Published by the Bureau of Public Administration in cooperation with the Tennessee Interdepartmental Committee in Knoxville, under the title *Leisure Hours*, copies are now available upon request.

● THE NEW NATIONAL ADVISORY COMMITTEE ON PERSONNEL, just appointed by Mr. Prendergast, to deal with problems of recruiting, professional education and placement, has met with immediate and enthusiastic response. In accepting membership on the committee the largest number of persons chose the area of "professional education." The next largest number stated "no choice," advising that all subjects were equally important and interesting. The number choosing "recruiting" and "placement," however, was not far behind and quite evenly balanced. The large committee is now being organized into subcommittees which will have task forces to deal specifically with priority subjects in these three large areas of concern.

● A DISPLAY OF PUBLICATIONS of the National Recreation Association, as well as advance materials announcing the new *Summer Vacations—U.S.A.*, aroused lively interest at the National Sportsmen's Show at the Grand Central Palace in New York, February 16 to 24.

● THE JAPANESE ARTS AND CRAFTS EXCHANGE EXHIBIT, shown at the National Recreation Congress in Boston, is now on the road. So far, it has visited the recreation departments of Wichita, Kansas, St. Louis, Missouri, Rockford, Illinois, Wheeling, West Virginia. If you want to be on the list to receive it, for display in your community, write to Thomas E. Rivers, National Recreation Association.

● THE NEW MEMBERSHIP DIRECTORY being published by the National Recreation Association is now on the press and will be sent to all members as soon as it is ready.

● THE ONLY CITIZEN'S ORGANIZATION working with problems connected with mental health—The National Association for Mental Health—each year directs and coordinates National Mental Health Week. This year's observance will take place May 4-10. If you wish to be placed on their mailing list, write the national association at 1790 Broadway, New York 19, N.Y.

● THE DATES OF THE DISTRICT RECREATION CONFERENCE, of New England, have been changed to May 14-16 instead of May 7-9 as announced in the February issue of RECREATION. The conference will be held in Wakeville, Connecticut.

● A RESOLUTION recently released by the American Municipal Association reads as follows:

Resolved that the American Municipal Association urge upon the Federal Communications Commission the making of a complete study and survey of the use of radio and television for the promotion of cultural, civic and governmental improvement, to the end that these new mediums of public information be not monopolized too much by commercial interests.

● REQUESTS WHICH ARE BEING RECEIVED for the new pamphlet *Recreation, a New Profession in a Changing World* indicate the immediate need for this kind of recruiting material. So far, it is in demand by recreation executives, state and university executives—for use with high school students and college students in career conferences, and with state hospital recreation personnel.

Special Services

New quotas for overseas recreation personnel recently have been announced. The most urgent need is for women for special service club work in the Japanese area.

Civilian women also are needed for club work in other overseas areas. Women, ages twenty-four or twenty-five, are in demand, too, for club positions at posts and bases in all parts of the United States. Information concerning all special service opportunities may be obtained from the Recreation Personnel Service, National Recreation Association, 315 Fourth Avenue, New York 10, New York.

LETTERS

. . . Our Regular Features

Sirs:

This morning when my January issue of RECREATION arrived, I immediately turned the pages to find out what subject was depicted in "Recipes for Fun," as this interest was my only immediate concern. I have since noted your questioning of its specific interest and value to the reader, and I very strongly encourage that this feature be continued in its present form. I would also state that I do give greater attention to the features of "Recreation Market News," "Things You Should Know," and "How to Do It." These are "short and sweet," and are specifically practical in application. They give the information of the latest ideas and developments.

I feel that of my contacts with magazine publications, RECREATION is the more coveted and the most inclusive of both philosophy and practice. When a publication conveys pertinent illustration of recreation needs and also entertaining reading, then a choice peak has been attained.

ARTHUR F. CLAYTON, Bloomington, Indiana.

School Planning

Sirs:

The article on this subject, which appears in your January 1952 issue, is timely and interesting.

I would like to add the name of Birmingham High School, of Birmingham, Michigan, as one of the new schools which was planned for meeting community and recreation needs as well those which are traditional in nature. In addition to class and special activity sections, a native woods, four hundred-car parking lots, little theatre, patio, greenhouse, athletic area, library, cafeteria, physical education unit and lobby are included in the overall design. This is one way in which a small city (under 20,000) is attempting to meet the needs of a modern community.

Although the three and one-half million dollar structure will not be completed until the natatorium and auditorium units are provided, some sections of the building will be available late this winter.

FRANK WHITNEY, Recreation Director, City of Birmingham, Michigan.

Rifle Instruction

Sirs:

Congratulations on the article "Rifle Instruction," by A. J. Schara, which appeared in your October 1951 issue. Mr. Schara and the Manitowoc, Wisconsin, recreation department deserve a great deal of credit for making it possible for youngsters in Manitowoc to obtain careful instruction in the proper handling of firearms.

Ever increasing numbers of enlightened chiefs of police, like Chief Kuplic, have discovered the value of turning into supervised recreation the natural desire of every youngster to shoot a gun. It is our earnest hope that many recreation departments will follow this splendid example.

F. C. DANIEL, National Rifle Association of America.

Suggestions Welcomed

Sirs:

I feel that there is need for a character of some type that could be adopted as more or less a symbol for everything recreation-wise throughout the country. I am enclosing a piece of paper with nine little uses of "Mr. Redi-Kilowatt." This is an example of the sort of thing that could be used nationally. You may recall that Montclair had the sun flower which they have used in connection with their summer activities.

GEORGE T. SARGISSON, Executive Director, Recreation Promotion and Service, Incorporated, Wilmington.

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LAWTON HARRIS, *Editor*
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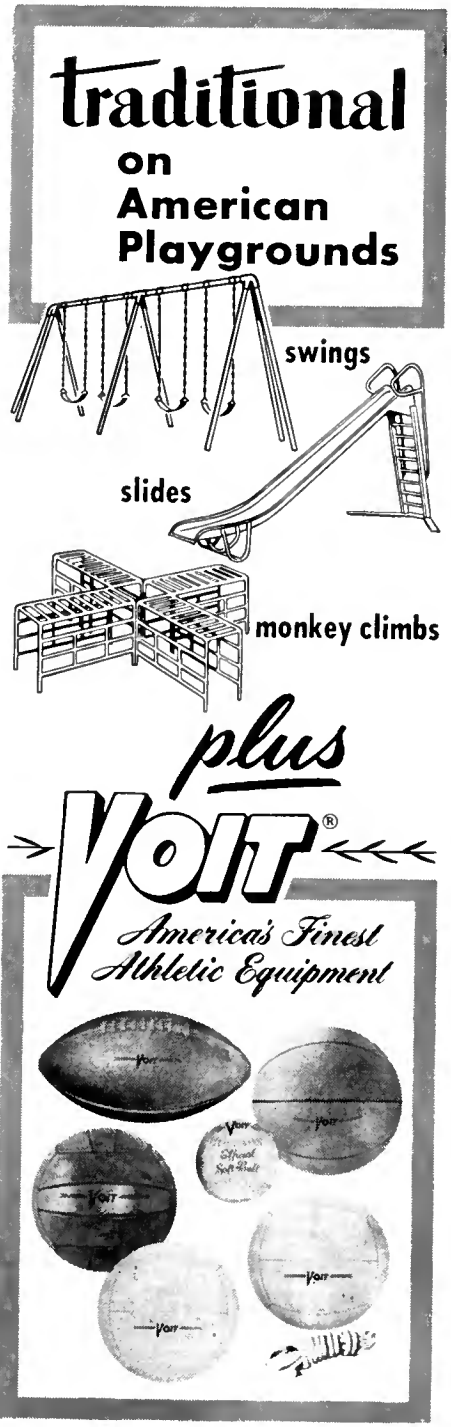

Editorially Speaking

Democracy and the Local Community

In a recent letter to the New York *Herald Tribune*, the New York State Citizens' Council stated its belief that the foundation of American life is strong, united democratic communities. It is the purpose of the council to help citizens build such communities. "The world looks to us. We must provide not only arms and armies, financial help and food," they wrote, "but a successful example of democracy in action. It is in our own local communities that we can, both as individuals and as groups, best demonstrate the power of our way of life.

"This must be more than an easy statement of philosophy. Action is demanded as a result of a personal shouldering of responsibility and a hard-thinking-through of the issues involved.

"The challenge to all who would fight for survival is in the local community. Civil defense; programs for servicemen; programs for workers in defense communities; morale programs; information centers for servicemen, for transients and for new workers; citizen action against inflation, against discrimination and segregation; citizen action for better housing, better recreation, better health services, better schools, better control of traffic, better provision for the spiritual needs of the individual; citizen action for a better informed citizenry not only on these local community problems but also on international and world problems—these are but some of the activities demanding citizen participation with maximum local initiative.

"Solution to community problems will not be effective without community planning and organization. But the value and acceptance of such planning is itself dependent on the participation of all elements in the community.

"We must work to create in the people around us, our friends and neighbors, an adequate realization of the multiple challenges which confront us. We all need more knowledge and more 'know-how' to do the job which lies ahead. The basic issue we face is, indeed, how our nation, our states and our local communities can unitedly strive to provide security and freedom without, in the process, weakening or corrupting the democracy by which we live."

Prejudice *

"I do not love thee, Doctor Fell
The reason why I cannot tell;
But this alone I know full well
I do not love thee, Doctor Fell."

Are you prejudiced? Yes. Without even knowing you this answer is likely to be right. Most people have an unreasoned, preconceived judgment or opinion about something. It may be a strange, unknown food, it may be open-toed shoes or petunias. It may be a next-door neighbor, all Catholics, all Protestants, all Jews or all Negroes.

If pre-judgment is limited to a new food, the one who pre-judges deprives himself of the chance of discovering something he might enjoy. When the pre-judgment is made of an individual solely because that individual belongs to a particular group, the one who pre-judges is not only narrowing his own horizons but is hurting others.

Prejudice toward a fellow man sometimes starts with a feeling of insecurity. In this case it is an attempt on the part of the prejudiced to make himself feel stronger by being able to label another as inferior, even though the motive is not recognized by the prejudiced person. Such prejudice is often found in the immature and the unstable—the person who is not sure of himself.

No child is born with prejudice but he can "catch" it. Prejudice is contagious and a child is particularly susceptible. Since he has not yet matured, his powers of discrimination and judgment are limited. In his desire to feel secure and loved he adopts the attitudes of those about him. He is quick to recognize and follow a cue, particularly if that cue is given by a parent, a teacher or a group leader whom he loves. A leader of young people, one who is loved and looked up to, can do much to establish attitudes.

To help anyone else overcome prejudice, you must first start with yourself. Know and understand basic facts. Some suggested reading material to be used as a starter is listed:

The Races of Mankind, Ruth Benedict and Gene Weltfish, Public Affairs Committee, 22 East 38th Street, New York, 20c; *To Secure These Rights*, President's Committee on Civil Rights, United States Government Printing Office, Washington 25, D. C., $1.00; *Sense and Nonsense about Race*, Ethel J. Alpenfels, Friendship Press, New York, 25c; *The Mature Mind*, H. A. Overstreet, W. W. Norton and Company, Incorporated, New York, $3.50; *America Divided: Minority Group Relations in the United States*, Arnold and Caroline Rose, Alfred A. Knopf, New York, $4.50.

*From "You Can Do Something About Prejudice," by Gail Montgomery, in *The Camp Fire Girl.*

Playgrounds *

Playgrounds serve several purposes which are important in the character building and development of children. Money wisely spent on well supervised playgrounds is an investment in one of the greatest resources of any community—the children.

At the playground a child learns to get along with other children. He learns the rules of give and take which are part of living. He learns . . . a regard for public property and equipment which should always be valuable to him. The various skills and crafts are a supplement to the education received in the classroom.

In these days of crowded industrial cities and streets filled with speeding autos, playgrounds become almost a physical necessity. Children who learn to use their leisure time to good advantage on well supervised playgrounds will grow into adults who can do the same thing.

*From the Tacoma *News Tribune*.

Each group takes some kind of hike. Campers learn to cooperate as a team in preparing the meals and cleaning up.

School Camping as Viewed by the Recreation Director

Julian W. Smith

RECREATION and education have found common ground. This new meeting place is the "good earth," with its wooded hills and sky. These resources and facilities are available, without rent, for all those who seek adventuresome learning and genuine recreation. Unlimited playgrounds and outdoor classrooms beckon all who search for new frontiers. At long last, educational and recreational leaders are beginning to go "back to the land" and look to the woods for new fountains of learning and areas for recreation. In this age of city dwellers and machines, and a tempo of activity that is foreign to a pioneer people, the advent into the out-of-doors may well be the safety valve for modern living.

To provide opportunities for all children, youth and adults to live, learn and play in the out-of-doors will require the combined efforts and cooperation of all the agencies and individuals charged with the recreation of people and the management of lands and facilities. Important to participants in this teamwork will be schools and recreation leaders whose primary interest will be the better living of our people, with little concern whether the label be "education" or "recreation." The spectacle of young people and their teachers in quest of new learning experiences in the open, of contented families on camping trips, of summer day-camps away from hot pavements and crowded streets, of winter sport centers, of the solitary hunter or fisherman—should cause recreation leaders and teachers to join hands in a common effort to provide such experiences.

AUTHOR *is Assistant Superintendent, Health, Physical Education, Recreation, School Camping and Outdoor Education, the Department of Public Instruction, State of Michigan.*

School Camping and Recreation

How then shall the recreation director view the rapidly unfolding program of school camping and outdoor education? If he has a sincere interest in a broad program of community recreation, this will be the long awaited opportunity to bring all the people in his community into the possession of their great out-of-door resources. A brief look at the camping and outdoor education program, as it is developing, will reveal the common purposes of education and recreation.

The concepts of school camping and outdoor education are simple. They are based on the premise that experiences in the out-of-doors are the rightful heritage of every child and adult, that many things can be learned better in such surroundings, that these simple and direct experiences are

School camping is carried on in all seasons. Here elementary campers take part in a new recreation activity—ice fishing!

essential in the growing-up process and that the skills, attitudes, and appreciations thus attained are basic for a full and balanced life.

The more than fifty schools in Michigan, for example, which provide camping as a part of the regular school curriculum, and the many others that offer outdoor education activities, make it possible for this generation to have roots in the land, experiences in social living, healthful living, purposeful work, outdoor recreational living, and a variety of other outdoor activities that relate to the accepted objectives of education.

Teachers and students go to camp together, mostly on school time. At best, the schools can only hope to provide a brief, initial experience that will develop desires for more extensive pursuits in that direction. In school camps, the parents still retain their responsibility for the feeding of their children, by providing a small fee to cover the cost of food. Since the program is educational, the schools accept their full rights and privileges for instruction, and the many community and social agencies show their interest by financial support and cooperation when needed. School camping, as it is developing, is a part of general education and belongs to the whole school. Recreation is one of the important areas of interest and is so interwoven into the fresh and venturesome educational experiences that it cannot be separated from a variety of other learnings that are unique. In visiting a school camp typical of those in Michigan, one would find boys and girls and their teachers roaming over hills and in the valleys, in quest of new experiences. They plan together, play together, and work together in a camp community where the specialty is children. They learn good health by practice and develop strong bodies through natural exercise and work. The facts of science, social science, and other subject areas become functional when involved in purposeful work and conservation projects—such as forestry operations, land surveys, soil erosion activities, game and fish management, building projects, park improvement and others. Such a program, interspersed with a pursuit of individual and group interests—such as wood crafts, music, dramatics, fire building, ceremonials, outdoor sports and numberless other activities—constitutes community education at its best. The recreation director and his department find their places as a part of the community school staff, whether the camp is directly under the auspices of the school during the school year or whether it is carried on during the summer by the recreation department.

School Camping vs. the Recreation Director

In school camping, recreation directors will find:

1. Opportunities for the development of basic skills, appreciations and attitudes for outdoor recreation, thus furnishing a foundation for the broader community recreation program.

2. An opportunity to reach a better understanding of the care and use of natural resources and facilities in an outdoor program covering parks, recreation areas and all kinds of public lands. Participation in such a program results in a better concept as to how outdoor resources and facilities can and should be protected to provide maximum benefits for all.

Experience indicates that fun and learning go well together. Camp jobs require application, coordination and cooperation.

3. An opportunity to serve as team members in a broad program of education and to furnish educational and supplemental camping opportunities. The school camping program fits well into the total recreation program of the community.

4. Encouragement of common use and cooperative planning in the development of outdoor recreational and

educational areas. Resident camping opportunities become an essential part of the park-school campus, available for both the educational and recreational program of the community.

5. The encouraging cooperation of many agencies, particularly those concerned with youth and resources. This fits into the structure for community education and community recreation, providing the greatest variety of opportunities with the available facilities.

The Common Goal

There can be no doubt but that the communities in America need to turn to the open spaces for better living. The refreshing influence of the simplicity of the out-of-doors is needed both in education and recreation. It will take the best leadership in education and recreation to help attain the goal of outdoor experiences for every boy and girl in America; and for every adult to find the kind of experience to meet his own needs. Wherever the interest emerges—in the schools, in the recreation departments, in the homes, in the churches, or in any other expression of a democratic people—it will behoove all those interested in community service to join forces. The turning to the land and its simplicity, whatever the activity may be, may constitute the common mooring for which America is seeking.

Planning the Camping Program*

At the time of this writing, April 1951, upwards of sixty schools in Michigan provided a week or more of camping as a part of a school program during the school year. Thus far, most of the schools have been able to find existing facilities that are satisfactory for initiating a program, but as time goes on and as the program is extended to greater numbers of children by many more schools, it will be necessary to plan for the development of additional facilities. Citizens' committees, made up of civic leaders, should be involved with the school staff and technicians in planning a program and providing needed facilities. The trend for larger administrative units in education is significant in camping. In many instances, it would seem desirable for a number of schools to plan a program cooperatively, using common facilities and sharing costs.

In the event that a community or group of communities plan to purchase and develop a camp, it would be advisable to consider all the agencies having camping programs. Planning should be done with public land-holding agencies, such as the Department of Conservation, National Park Service, U. S. Forest Service, and others, so that a community school campsite might be enhanced by being adjacent to large areas of publicly-owned lands. A cooperative community plan by schools and other agencies would insure continuous use of a facility. The camp could have constant use throughout the year by schools, by organizations, by teachers for in-service training, and by many other community groups. In many instances, the state department of conservation, of parks, and other land-holding agencies should build group camps available for school use. This may be the most effective way to secure the best use of parks and recreation areas already provided.

The development of a camp by the school and community groups would be an educational process in itself. With proper planning, the selection of a site and its development and the construction of buildings could be done as a part of the community educational program, utilizing school shops, science departments, art groups, other school departments, and interested organizations and individuals. It has already been observed that some school camps which are operated on a year-round basis have proven to be the most economical school facility. Such camps have been in

The crafts programs benefit by taking advantage of the opportunity to "make the most of" material gathered near at hand.

* Reprinted from *Community School Camping* by permission of the Michigan Department of Public Instruction.

Expert instruction is given to Michigan boys and girls in the correct, safe use of firearms. Practice is under supervision.

constant use, far exceeding the use of most school buildings. As the program increases and as larger numbers of students are involved, there should be less need for additional school building programs. The development of a community school camp could well be an enterprise which would enlist the best cooperation of the community.

School camp planning has a natural evolution. The finest facilities result from placing first things first while the camp is being developed. There are certain aspects of planning that must precede others. In future camp planning, three fundamental aspects of the problem need to be considered: (1) selecting the site, (2) planning the site, and (3) planning the buildings. Although each of these will need individual planning, they will also need to be brought together to provide for a full and complete program. A more careful inspection of each of these three phases will aid in understanding how they can produce the most permanent and useful physical plant.

Recreation Is Fundamental

"Recreation is a positive life-enriching experience. It engenders knowledge, habits, and attitudes that play a part in determining character and personality. It brings change and thereby a fresh viewpoint toward life. It brings relaxation and thus better efficiency in facing appointed tasks. It brings understanding of other people and thus contributes to our democratic way of life. Being a purposeful experience, it brings the application of new talents and skills to old problems. If these things be true, then it is highly important that opportunity be afforded for enjoying recreational experiences in a wholesome environment such as will make possible the realization of these values in fullest degree.

"The values of recreation can be obtained through the use of both organized and unorganized resources. Generally well known are the recreational uses of parks, camps, playgrounds, libraries, community centers, youth-serving agencies, and schools. Less often recognized resources, perhaps because their primary purpose is not recreational, are the home and family, the woods and fields, community life, and even the individual himself. A person may seek out the recreational resources within himself and his immediate environment on his own initiative or he may need to be shown the possibilities that exist. Nor is the use of organized resources substantially different. Most people need to be educated to the recreational possibilities that lie ready to their hand.

"Historically the schools have recognized little responsibility for recreation as part of the educative process until relatively recent years. But the recreational outcomes of education have been given increasing consideration by school people both in the building of curriculums and the planning of school plants. The teaching of reading, music, art, literature, domestic science, industrial arts, natural science, dramatics, and physical education is rich with possibilities for awakening recreational interests. For fewer people, each of the other school subjects has similar recreational possibilities. School assemblies, clubs, intramural sports, and school camping all offer means of achieving the desired ends. It is significant that not one of the school subjects is considered a 'recreation' subject, all of them being included in the curriculum primarily for their other educational values. The relatively newer emphasis on school clubs, intramural sports, and school camping gives evidence of the impact of recreation on educational thinking."

Excerpts from "Recreation Is Fundamental" by Joseph Prendergast, *Executive Director of the National Recreation Association*, in *Public Health Nursing*, April 1951.

COMMUNITY CENTERS

Seattle Style

New, modern Seattle fieldhouse has striking doorway and window space, is one of city's fourteen busy community centers.

UPSTAIRS, a community symphony orchestra—of doctors, housewives, brick layers—happily tootles away under the direction of a volunteer conductor. Next door, a group of businessmen labors over plans for a community fair and carnival. In the gym, a hard, fast basketball game is in progress and a Boy Scout troop holds its weekly meeting in a large social room a few doors away. In the basement, scores of young girls watch intently while a dancing teacher steps off the measures of a round dance.

Saturday night in Bedlam? No, Saturday night in a Seattle community center. Not an unusual Saturday night, either. These community centers, called fieldhouses, hum with activity every night of the week. A glance at the daily schedule of any one of the city's fourteen fieldhouses will show an infinite variety of activities, from ceramics classes to high school dances, going on every hour of the day.

Seattle's community center program is probably further advanced than in other cities of comparable size within the state. Superintendent of Parks Paul V. Brown believes there are two reasons why his department must concentrate on these programs: 1) Seattle's long, wet winters which force indoor recreation, and 2) the geographical division of the city into tight, competitive neighborhoods.

When the city was small, both in size and population, community concerns were submerged in the larger problems of the city as a whole, but as the city grew, neighborhood problems took on more importance. Community clubs came into being, dedicated to the fostering of unity of purpose among neighbors for the good of the community.

These clubs grew quickly. In a short time, a neighbor's home was no longer big enough to hold the membership, so the members turned to the only neighborhood buildings with enough space to house them —the fieldhouses. The recreation directors welcomed the community clubs, and were more than glad to provide the needed space.

Projects designed to stimulate interest in community business districts have also received sympathetic cooperation from the park department. An example is that of the Magnolia Carousel. Magnolia is a thriving district of the city—indeed almost a city itself. Each year its merchants sponsor a fair and carnival, called The Carousel, at which neighborhood residents can compete in games of skill for small prizes. This is a big affair in the district. Thousands turn out for it and, at that time, the Magnolia fieldhouse resembles fair day at the county seat.

Other districts—such as University, West Seattle and Ballard—have taken up the idea, and now sponsor similar affairs in the fieldhouses.

Mothers of pre-school age children have banded together in cooperative play groups, to provide nursery school training for their youngsters. More than a few of these groups hold their daily meetings in fieldhouses.

With the cooperation and enthusiastic help of neighborhood groups, parties that attract hundreds of children and adults are staged during holidays. Last year's Christmas program was a particularly ambitious undertaking for the district supervisors. Each of the city's fieldhouses put on two parties—an evening affair for adults, an afternoon party for children. Carol singing, games, movies, Yule log ceremonies highlighted the adult gatherings: Santa Claus

and the distribution of gifts and candies donated by local merchants were featured for the children.

These holiday parties pay off in a tangible way. In 1949, the Seattle Police Department was plagued by more than a hundred calls, owing to the Halloween shenanigans of youngsters. In 1950, the number was considerably lessened, and in 1951 the number of complaints fell to less than half of the 1949 figure.

Police officials give full credit for the gratifying change to the fieldhouse activities on Halloween night. The parties were made so attractive to the youngsters that they forsook roaming the streets in order to attend them.

Normally, teen-agers shun affairs organized and administered by adults. They conceive of themselves as grown up, and resent the patronizing attitude of some of the adult groups solicitous for their welfare.

Happily, Seattle's district recreation supervisors and the Parent Teacher's Association recognize this state of mind. The frequent dances held for high school students are organized by the students themselves. They do all the work involved with decorations, food, music, publicity and mete out the punishment to transgressors of the unwritten moral code they have established. As a consequence, teen-agers flock to the dances. The annual All-City High School Dance, held in the civic auditorium, draws thousands of students.

Attendance figures for the fieldhouses mark their popularity and usefulness. Annual attendance touches the two million mark, in a city of just over half a million population. One center alone clocked a 1950 attendance of 173,000. The oldest fieldhouse, Ballard, constructed in 1909, had a 1950 attendance of over 150,000.

Any individual or group may use the fieldhouse. City charter stipulations, however, rule out religious or political meetings. Groups who close their meetings to anyone but members must pay a small service fee. This policy, laid down by the Board of Park Commissioners, does not extend to character-building agencies such as Boy and Girl Scouts, however.

An excerpt from the park board's statement of policy on the charges explains the reasoning behind them:

"It shall continue to be the basic policy of the board to provide such facilities, services and opportunities as may be made available for the enjoyment of the general public, without payment of additional charges . . . However, where a user desires an exclusive privilege or special service, the board reserves the right to impose a service charge to compensate the general public for the use of its facilities . . ." However, despite the ever-larger appropriations by the city council for fieldhouse construction and maintenance, despite the emphasis put on this program by the park department, a recent survey showed that fewer than half the city's communities have class A fieldhouses available for use.

The survey finding was a rude shock to the park department. A large portion of the annual budget was devoted to fieldhouses. To spend more would have meant cutting down on other vital services. Yet not to spend more was, in essence, a discrimination against those communities without fieldhouses—a majority of the city's districts.

The only possible solution was a coordinated, cooperative program with the city's school system. The schools had long wanted to provide more recreation facilities for students, but they, too, had been hamstrung by finances. It was felt that a joint enterprise between the park and school boards could accomplish the required enlargement; and a joint staff committee was appointed.

An instance of how the idea has worked out is the new Laurelhurst community center. A city planning commission survey showed that the district badly needed enlarged facilities. The Laurelhurst community club agreed with the finding and put its weight behind a request for more space. The joint park-school staff committee, meeting each week, ironed out details of financing, construction, administration and maintenance. In May 1950, contracts were signed and construction begun.

The total cost of enlarging of facilities was $128,381. Of this amount, the school board paid $49,120.51; the remainder was paid by the park board.

Under this cooperative scheme, the Laurelhurst school gym was enlarged, apparatus was added and social rooms provided. The facilities have had steady use ever since. During the school day, the school board is in charge, and from three to ten p.m. the park department takes over. Saturdays and holidays the facilities are under the park department management from nine a.m. to midnight.

The statement of intention drawn up by the park-school board joint committee makes clear the basis for the new cooperation:

"It is the general intent of this agreement that two public agencies join in the construction and operation of a public building, each paying its just and fair share of the costs prorated as to use of facilities required. It is further intended that all such joint use shall be exercised in an efficient and economical manner so that such public service may be extended to the largest possible number."

The efficiency and economy of the joint system has been a joy to both school and park boards, and to the city council; and the community has been supplied with the facilities it needed without having to look sourly on an increased tax schedule.

Seattle's community center program has its troubles. There are continuous problems: complaints from communities without class A fieldhouses; demands for programs the department cannot finance or staff; grumbling by a few groups who feel themselves ill-used when they are charged for special services.

In general, however, the program moves along smoothly. The cooperation of community groups is essential to the progress, and Parks Superintendent Brown spends much time meeting with such groups. District recreation supervisors are instructed to offer as much assistance as the department can give, and often go out of their way to be helpful.

The department's work in the community, and other programs, has made it the third largest city department. In time, it may well become the largest, bringing to every citizen the recreation so desperately needed in these days of tension and uncertainty.

Helen Dauncey

Some Thoughts on Being a Recreation Leader

ANY TYPE OF LEADERSHIP involves responsibility, but I can think of few areas where the responsibility is greater or where the successes and failures may be more far reaching than in the profession of recreation.

Here leaders are dealing with people who come of their own free choice and who remain only if they find the program interesting and the leadership of high quality. Some of these people come with a definite purpose in mind. It may be to learn or participate in a specific skill—arts and crafts, physical activities, dramatics or dancing; it may be to have fun and sociability with others of their own age group; it may be to belong to a group, a club or a team.

Others don't know what they want but are hoping for new experiences, for recognition and for an opportunity for success in some phase of the program.

Whether the child, the youth or the adult finds these things on the playground, in the community center, the school building or on the playfield depends entirely upon whom he finds there as leaders. He may receive exactly what he came for—no more—or he may get the "extra plus" things which come from contact with a person of real character and worth.

It is trite to say that we need real leaders now as never before—but it is true.

The young man or young woman leader who has no interest except to put on a good performance in some field in which he is highly skilled is not needed nor should he hold a position on a recreation staff today. Leaders *are* needed whose main interest is in people and whose most important concern is for what is happening to the individuals with whom they work.

This means that we are getting away from mass activities as a criteria of success and are evaluating our programs not so much in terms of thousands as in terms of a really good job with perhaps hundreds.

It is high time this change took place and I hope that re-education of recreation boards and city officials has accompanied the change. Suppose we take a look at the importance of good leadership.

A summer playground may be a place where hordes of little barbarians let off steam for eight or ten weeks—where nothing very constructive happens and where in a few weeks (or days) the timid, insecure child has decided to stay at home or play in the streets for the rest of the summer, because he hasn't a chance with the rougher ones, and the playground leader never seems to notice him.

The leader does not have any new ideas and each day is like the one preceding. It really does not make much difference whether or not anyone comes.

Contrast this with a playground where there is always something interesting going on—a tournament, a special event, a surprise for everyone. You can't stay at home because you might miss something good. Every week there are new games, new songs or different crafts.

A Long Beach, California, student in crafts proudly shows work to leader.

The leader knows all the children by name and knows a little bit about each one. She sees that everyone gets a fair chance. She is fun and jolly and you like to be with her. She makes you feel proud of your playground and she counts on you to make it a success.

The difference in these two pictures? Leadership. A teen-age program may be anything but a good social experience. There may be cliques who run everything and try to keep the others out.

You go and dance (if you know how) but if you don't, you just sit and watch. You may play tennis (if you know how) but watch if you don't. That is all there is to do.

No adult asks you to work on any project which is interesting, yet they

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keep saying teen-agers are self-centered.

No one finds out what you really think about things or asks you for suggestions for programs. It is all so dull—no excitement, or adventure or glamour in any of it. It is hardly worth the bother of walking to the community center Friday and Saturday nights.

Contrast this with an attractive room which is a real social center. There is a leader whom you really like, and you know she likes you, for she takes time to visit with you.

When she sees that a few people seem to be having a good time and the rest are left out, she quickly does something to bring everyone into the group.

She has committees who work along with her. She gets interesting community people to come and help with special programs. She finds out who the boys and girls are who have special abilities and uses them.

There is nothing routine about the program. There are theme dances, a mock track meet, a progressive games party, a radio show, a play, a cookout, a party for parents—always something to work on.

The community is mighty proud of the teen-agers because of the many ways they have helped on community projects and the nice things they have done for special groups.

The difference between the two programs? Good leadership. Take any part of a recreation program for any age group, in any setting, and you can draw your own contrasts.

Perhaps by this time you are asking, "Well, where do you find these paragons?" The answer is, "In no one place." They may be men and women who have come up through the ranks in your organization; they may have come from school work; from the field of physical education; from group work; from your local college or university; from camp work; from some private agency; or from some of the fine schools which are now graduating majors in recreation.

The important thing is that you will recognize them by certain basic qualifications—many of them not required for or indicated by a college degree. These qualities are:

1. Good health, energy, enthusiasm and a sincere interest in people.
2. The quality of being emotionally adult. (This is not necessarily related to the number of birthdays one has had.) A young person may possess it and an older person show great lack of it.
3. A sense of humor.
4. Imagination, resourcefulness and adaptability.
5. Courage to live up to standards.
6. Good taste in dress, speech and behavior, and an innate sense of the fitness of things.
7. The capacity for putting one's self in the other person's shoes.
8. Sincerity.
9. Calmness and an inner poise.
10. Willingness to learn from others by listening.
11. A sense of proportion and the ability to separate the important from the unimportant things.
12. A real desire to keep learning and to read and study the new findings in the field of human relationships.
13. Unlimited patience.
14. A willingness to be democratic in practice as well as in theory.
15. The ability to try to understand standards other than his own personal ones.

Men leaders should be interested in promoting social phases of recreation as well as athletic events and should feel a real responsibility for planning and working with both boys and girls.

The younger boys need guidance and help before they are ready for organized team games. The teen-age boys need to feel a leader's approval if they desire to experiment with music, drama, crafts, square dancing and social programs. The man who himself feels insecure if he gets outside of his athletic setting may unconsciously pass this feeling on to others, to the detriment of the total program.

Women recreation leaders need to spend more time in working out the kind of program which will help girls in setting up some goals for the future, and in understanding their role as women in the world. They need to be ready to give wise and understanding counselling if and when it is needed.

A good woman recreation leader can influence the thinking and behavior of girls where the home and school may be failing in this respect.

Working with people is the hardest job in the world but also the most rewarding. It behooves leaders to check regularly on themselves. To be vital and sensitive to the needs of people the leader must take time to refresh himself, or the day will come when the job will no longer be fun and the leader will have little to give.

Few recreation people can find enough time in which to do this, but there are ways of budgeting time so that a relatively short span can bring that sense of refreshment.

Reading a book, listening to music, working a garden, playing golf, going to a play or movie, pursuing a hobby, attending a lecture, visiting with friends, taking the family on a picnic, going fishing—all these and a hundred more are the things which renew the spirit.

There is something radically wrong if the recreation leader who believes in these activities for other people does not see the need for them for himself.

Is it not possible for the leader to become physically, socially and spiritually undernourished?

When the whole subject of recreation is more related to living and less to mere leisure, perhaps more leaders will find time for these things and have no guilty feeling of leaving some things undone.

Perhaps another answer is to share responsibility with others and make use of more volunteers in the program in spots where they can be most effective.

Time out for lunch with a service club or serving on a community committee for something not connected with the job may do more to sell your work and your program than several days spent at your desk.

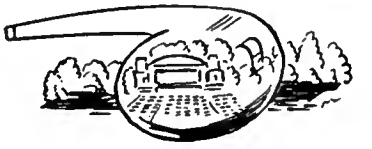
Let's keep all the good leaders we have and make a real effort to discover new ones!

Grace M. Goodall

DRAMA in the PARKS

An Experiment

Against leafy, park background, Prince Pat Campbell assists Cinderella Judy Merchant to rise from curtsy.



LIKE the ingredients of a well-filled club sandwich, Junior Programs and the Metropolitan Park District combined their talents, money and physical assets for a summer of fun for Yakima, Washington children. When the drama organization offered the experimental idea of an outdoor formal theatre, the short-of-funds park department jumped at the opportunity.

The preceding year the two organizations had shared the cost of hiring a creative dramatics teacher. Originally Junior Programs had been financed by donations from civic organizations, but in 1951 they found that they had money left from the season's productions, and now it is entirely self-supporting from ticket sales for each season's programs.

These programs are made up of plays presented by touring companies which have been highly recommended by other drama groups. Occasionally, local artists or members of the high school, junior college or little theatre, are used.

Since Junior Programs is a non-profit organization, any treasury surplus at the end of each year is turned back to city children in some form of drama, music or art. Members agreed that the summer was a logical time to try an experiment of using child participation in plays for children.

Therefore, enthusiastic representatives of the Yakima group sought ideas from the University of Washington drama department, and spoke to heads of park and recreation programs in larger cities. Response to their inquiries always indicated the same story—predictions of no time, or insufficient funds to pay for trained personnel.

MRS. GOODALL *is an active member of "Junior Programs."*

At this point, members turned to their own group to find the talents that would enable them to carry out their project. It was decided that Mrs. Raymond Miller would take over as director and be assisted by Miss Francine King, a drama student. Other members offered their time and skills and soon the fantasy "Cinderella" began to take shape. It was well into May when this transpired and the group had to move rapidly.

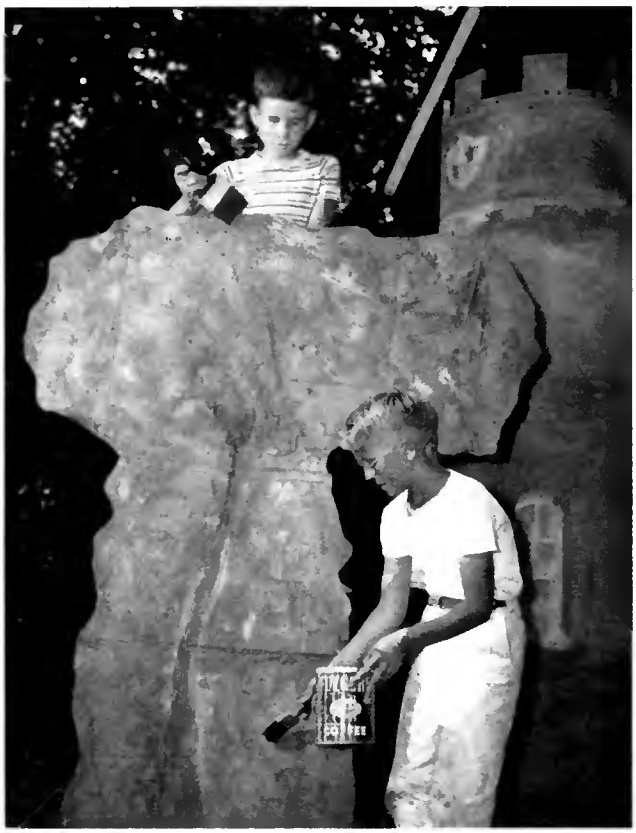
Costume and set designing, as well as publicity and business angles, were handled by members. Through the cooperation of schools, registration blanks were given out to students in the fourth, fifth and sixth and junior high school grades. These initial sheets described the play, stressed the time-consuming job of rehearsals, and asked for both parental and teacher signatures—the latter further being asked for comments as to whether the student possessed good health, attitude, dependability and like traits.

An early June date, just before school let out, was set for casting and the youngsters met with the adults in the parks. About seventy-five children turned out the first day and each was given the opportunity to read a part, or to participate in some other job connected with the play. Sixty children actually helped with the production and of this group, about forty took part in the finished performances.

Casting was understandably difficult as the capabilities of the children were not known. Mrs. Miller feels that any future production would work more smoothly if boys and girls could be studied and worked with prior to the casting date. The fact that one wardrobe had to suffice for separate casts was not allowed to determine casting. Later, it was surprisingly evident that only a few major alterations

would have to be made quickly between plays for the costumes to be a perfect fit for each cast.

Having selected "Cinderella" because it was a familiar and well-loved story, the group went ahead and three separate casts were chosen. In adapting the Chorpenning version from the Children's Theatre Press in Anchorage, Kentucky, for outdoor use, it became necessary to make several changes. The cast of eleven was increased to twenty. Four pages pulled imaginary curtains, gave explanations usually given by printed programs, and changed scenery in full view of the audience. Six fairies, attendants of the godmother, made the magic slipper appear, brought in



Mickey Campbell and Dick Lewis put finishing touches to tree being made for outdoor scene. A castle turret in background.

Cinderella's ball clothes and dressed her. These devices took the place of the magic effects which an ordinary stage allows.

Since park shrubbery is not always arranged to form a suitable setting, it was necessary to devise a portable background to enclose the stage area. Cedar boards three inches wide and six feet high were lashed together with wire, in ten foot sections. At each performance, these were wired to pipes that had been driven into the ground. This weatherproof background was harmonious with surrounding trees and was easily erected or rolled for transporting and storing. A young stage crew did the wiring and the Park District provided a truck and men to move the sections and other properties from park to park.

Cooperation between Junior Programs and the park workers became imperative as sites for rehearsals and for the finished production were chosen. It was necessary that the audience be facing away from the sun. No lights were used, but the sun was needed to light up actors' faces. However, children could not practice without some shade, as the days were growing warmer. Rehearsals had to be away from traffic noises, playground equipment and swimming pools.

Since concentration was difficult, park supervisors did not allow non-participants to distract the casts. However, neighborhood children were encouraged to watch the play progress. Some became so interested that they arrived each day with the regularity of the players. Frequently, they were heard to comment that "He didn't put anything into that bit," or "That's the guy that should oughta been the prince!"

Players were required to spend two hours every week day for four weeks in rehearsals, and on the fifth week the play was performed before an audience seated in a semi-circle on park benches and tables or on the grass. The director and her assistant worked simultaneously, each with a cast, in a park in the morning. The third cast was rehearsed in the afternoon while a workshop crew made scenery, costumes and props.

As the weeks progressed the workshop became a fascinating place with paint, paper, scissors, needle and thread, paste, hammers and nails rampant. Colorful costumes were being fashioned from dyed material that had been sheets, curtains, draperies or discarded dresses. Castle turrets, trees and a fireplace made from wood or cardboard were being painted. Many children found it hard to choose a "best" between the morning rehearsals and the afternoon workshop.

The ideal situation would have been to hold the workshop in the parks. In Yakima, however, this was not possible because there are no storage facilities for scenery or paints, no shelter for the sewing projects, no tools for the boys and no adequate supervision. Such an undertaking needs at least one adult supervisor for every four or five children. Each job to be done is an individual job; and by holding the workshop within the confines of a home, children were allotted their days to work and confusion was kept at a minimum. Actually it would have been easier for adults to do all the work. Naturally this would have removed the value for the boys and girls. As it was, because of the press of time, much had to be done by older and more experienced hands that could have been done by the children.

Children who couldn't take part in the play were able to participate, through neighborhood parks, by making advertising posters. Park supervisors were eager to help.

Local park leaders feel an outdoor workshop for a summer theatre is feasible, but not possible, until Yakima parks grow more in space, storage and funds. Then adults and materials can be ready in small units for allotment to various parks. This calls for close supervision and long-range planning.

From the beginning, it was the Junior Programs plan in which all children in the city would have an equal opportunity to be chosen for the play. From the pre-casting

date through the finished production schedule, the Yakima daily newspapers and radio stations helped spread the word about the play progress. However, as the days advanced, it became apparent that the interest of children from the lower income homes was not being sustained, and more and more problems arose. Play directors feel that close parental cooperation with the players is imperative to bring about the needed regularity of attendance. Yet, on the production days there were as many children in these parks to see the afternoon dress rehearsals or evening performances as there were across town. This pointed up the fact that all children in the city needed an opportunity to view such free performances; whereas not all were yet ready to take part in the staging of such a production.

A peek into the director's notebook reveals progress reports given the children at the end of the third week. The play was important, but the child was the thing, as these excerpts show:

"You are growing into your character more daily and that shows fine thinking." "As the magic in our play depends on you and the fairies, Godmother, it is important that you feel this magic. Your magic shows in your face; now can you make it show in your body and voice?" "I like the way you study your actions; you are making a good part of the character you are playing." "Your Cinderella must not be so sober but must be a happy girl." "Your posture is improving. With practice at home as well as on the stage, you will achieve a queenly bearing."

In looking back on the summer's experiment, Junior Programs and the Park District felt that much had been accomplished. The play provided something to consume the time and energies of the vacationing child and it kept many out-of-doors but off the streets. Many children learned lasting lessons in self-confidence from this unique experience. The drama organization felt their money had been wisely invested and park supervisors were gratified over the hundreds of families that went to the parks to see the finished play.

The best recommendation of all came from the children who sighed, "What will we play next year, and can I be in it?"

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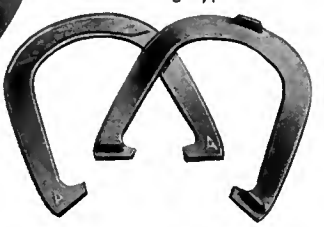

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Jesse A. Reynolds and John A. Donaho

PERFORMANCE BUDGET

Budgets have been a paradox in the field of public administration. On one hand are the operating officials of the government who feel that they are competent to administer the programs which they have conceived. On the other hand is the legislative body which has the power to appropriate funds and to raise taxes to support the appropriations. The legislative body, not being in a position to supervise continually the expenditure of the funds appropriated, has been interested in the establishment of precise controls over the expenditure of funds. Recent developments in the field of budgeting are proof that there is a workable middle ground and that the opposing viewpoints can be reconciled.

The purpose of government is to meet the needs of the people and to carry out the objectives which are assigned to each agency by law. In order to carry out the assigned objectives there must be a plan, an organization and money. The budget is the ideal instrument for administrative officials to use in presenting their work plans and requirements and in obtaining approval of the legislative body. When the plan has been approved, the budget then becomes a guide to the administrator in discharging the responsibilities which have been placed upon him. Once enacted, the budget is comparable to a contract between the administrator and his subordinates and the appropriating body.

Under the executive budget system the chief administrator of a governmental jurisdiction is responsible for preparing and presenting a budget. He is, likewise, responsible for the efficient administration of that budget. If the budget is thought of as a work plan, or a work program and its financial requirements, it then becomes the fundamental basis upon which the government operates, and is a standard against which performance can be measured. The preparation of a budget for the entire jurisdiction represents, of course, the reconciliation of many competing demands and needs and a weighing and balancing of these so as to present a balanced program which will meet the needs of the citizens.

In the last several years there has been increasing emphasis upon what is known as a performance budget. The performance budget is one in which the emphasis is placed upon services to be rendered by the jurisdiction with the dollars requested, rather than upon what is to be purchased with these dollars. In other words, the work plan is the fundamental basis of such a budget. Obviously, costs cannot be accurately defined until the work to be done and accomplishments to be expected are first set forth. This shifting of emphasis from the means to the end itself directs the attention of the administrator and legislative body to the work plan or program rather than upon the tools with which the job is to be done, such as personnel and equipment.

The principal objective of the performance budget may be said to be responsibility: responsibility of administrators for properly planning, organizing and presenting a balanced work program and for properly estimating the minimum financial requirements to carry out that work program, so that each unit of service will be performed at the lowest unit cost; responsibility, too, upon the legislative body to approve work programs which it feels will meet the needs of the citizens; responsibility, above all, for performance, in accordance with the contract which has been entered into by the administrative officials with the appropriating body. The performance budget provides a review of what is to be done, how it is to be done, and with what it is to be done. It provides, also, for a continuing review of these same factors.

The performance budget itself will be of limited value if performance is represented only in the annual budget document. The whole concept of the budget as an aid to administration must be cast in the same pattern. The budget, the accounts, and the reports must follow. The performance or work-program budget and what has been known as the line-item budget are irreconcilable. Lump sum appropriations for major operating units are necessary. Proper budgetary administration requires that the administrative officials be given certain flexibility in administration in order to perform the job which they have guaranteed to produce. Therefore, when the accounts are set up, on a work program basis, with an account for each work program, there must be within the hands of the administrative official sufficient authority to provide

MR. REYNOLDS *is the Director of Recreation and Parks and* MR. DONAHO *is the Director of the Budget, Richmond.*

for the transfer of funds among allotments made by the administrator to the various accounts. Opportunity for recurring evaluation of program progress and consequent transfer of funds from places where they are not needed to places where they are needed is essential.

Likewise, the evaluation of performance should not be on an annual basis. From the standpoint of the line executive in direct charge of an operation such as recreation, evaluation of performance is a daily thing. From the standpoint of top management it is

FOR RECREATION

regular in terms of monthly and quarterly periods. Under a quarterly allotment system, the chief executive and his staff can evaluate program progress and financial expenditures at the end of each quarter. Using the work program as the basis of the budget and of the account and defining within each program the measurable activities means that the financial reports and the reports of work produced, or administrative reports, can be reconciled. Regularly, then, the financial reports and the work reports should be reviewed and evaluated, first by the operating executive, and second, by the chief administrator and his staff. At that time, changes in program can be checked and financial adjustments made. Funds which are not needed should be placed in a reserve for contingencies where they will be available, upon request, to carry out programs which have been authorized.

Because the work plan, or program, is the fundamental basis of the performance budget, the Richmond, Virginia, department of recreation and parks has built its budget on three major units: 1) administration, 2) recreation, and 3) parks. In order to measure the activities of each, work programs have been established. In recreation, the work programs themselves define the program content, and through key work load factors performance is measured. Richmond's work programs for recreation are: 1) playgrounds and centers, 2) sports and athletics, and 3) special services and events. Funds for the operation of these are appropriated in a lump sum and the administrative head, with approval of the budget director and the city manager, determines how they are to be used to provide a well-balanced recreation program. These same basic considerations are given to the structure of the park budget which has seven work programs to measure service and performance. General administration serving both bureaus of the department is set up as a separate work program. The cost is not distributed to other services or programs.

Presentation of the budget stresses program and performance, followed by financial statements outlining cost. It can be noted from the following budget that *what* is to be done is the key factor rather than how the programs are to be accomplished.

The presentation begins by outlining the general objectives and scope of activities of the department, indicating its goal in the development of recreational opportunities and its standards for maintenance and operation of parks and playgrounds. Following this is a financial statement on the bureau level of all funds, budget and capital, allocated to the department.

The following is a typical budget as submitted by the Bureau of Recreation, showing program and performance, the appropriation ordinance text and the financial statement. Particular attention is called to the appropriation ordinance text, which gives to the administrator the desired flexibility of using funds where they are most needed.

Program and Performance

Centers and Playgrounds

This work program plans, organizes, promotes and directs leisure-time programs at eighteen community centers from November 1 to March 31—mainly for children in the afternoons, and mainly for teen-agers and adults at night.

The program consists of folk, square and social dancing; drama, puppetry and storytelling; community singing and organized choral groups; modern dance groups; playground activities; sewing, knitting, woodcraft, hobbies, handcraft and art groups; games, contests and tournaments; parties, dances, special youth groups; youth dances; special programs and events. Participant sessions in community centers for 1951-52 are estimated to be 337,828.

From April 1 to October 31, on thirty-six playgrounds, the program stresses activities similar to the center program with fewer organized groups and more highly organized special events such as thirty-six family play days in May, during Park and Recreation Week, summer events such as Fourth of July programs, family nights, puppet shows, handcraft exhibits and August play days correlating and exhibiting all phases of the program. Participant sessions for 1951-52 on the playgrounds are estimated to be 970,655.

Emphasis is being placed on a community program at neighborhood centers and playgrounds. These are planned with local advisory councils composed of neighborhood people. Approximately four hundred volunteers work annually with the local staff.

Sports and Athletics

The division of sports and athletics promotes, plans, organizes and directs all phases of the athletic program at twenty-three playfields, eleven community gymnasiums and two swimming pools. In addition to these, sports and athletic workers also assist playground directors on thirty-six playgrounds during the summer months and in eighteen community centers during the winter months. The division works in close harmony with the churches in planning athletic programs and assists in the operation of all church sports functions using public facilities. It also serves as the local agency for National AAU events staged in Richmond.

It is the constant aim of this division not only to help our citizens enjoy themselves as actual participants

of sports and athletics, but also to stage athletic contests and events that will allow them to enjoy themselves as spectators as well.

The program will include: approximately 3,344 baseball and softball games; six city, district and state softball tournaments; seven tennis tournaments: two horseshoe tournaments, city and state; neighborhood Fourth of July celebrations; the lending of materials, as well as providing staff aid for picnics to church, business and professional groups.

In the fiscal year 1950-51 a total of 3,100,000 participants and spectators were served at a unit cost of three and one-tenth cents per participant.

An estimated 3,300,000 citizens will be served as participants and spectators in 1951-52. Unit cost, per fiscal year:

1949-50	$.029	(actual)
1950-51	.031	(estimated)
1951-52	.032	(budget)

Special Services and Events

In this division of its program the bureau plans, coordinates and directs special activities for which it assumes primary responsibility including:

1. Projects financed and directed by the division—traveling theatre, for park and playground programs; eighteen neighborhood Halloween celebrations; Club 16 (teen-age club); Christmas pageant (out-of-doors on Christmas Eve); concerts (free to the public)—including The Messiah, presented by the opera group, spring concert, presented by the choral society; specialized city-wide groups (adult Negro and white)—community center chorus, art, drama, puppetry, modern dancing and eurythmics; storytelling program (playgrounds and clubs); neighborhood square dance jamborees.
2. Projects directed but not financed by the division—Tobaccorama, presented by Tobacco Festival, Incorporated; city employee's show; children's theatre (three productions annually); Park and Recreation week; opera group (one production annually); Carillon pop concerts (six-week series, in cooperation with Virginia Conservation Commission); servicemen's dances; opening features of Community Chest and Red Cross fund drives.
3. Staff and volunteer training conducted by the division in: folk dancing, storytelling, creative drama for children, puppetry, theory of recreation.
4. Program planning and consultation service to organizations and agencies offered by the division to community groups, agencies, clubs, schools, churches, and so on. The division serves as a clearing house for all music and drama groups in the city.
5. Lending service to civic organizations, schools and churches of costumes and scenic materials.

BUREAU OF RECREATION
DESCRIPTION

DEPARTMENT OF RECREATION AND PARKS
EXPENDITURES

	Actual Fiscal Yr. 1949-50	*Estimate Fiscal Yr. 1950-51*	*Budget Fiscal Yr. 1951-52*
GENERAL FUND			
Annual Appropriation	$210,024	$254,260	$260,000
Decrease of Appropriation by Transfer To: "Bureau of Parks"	1,706		
Total GENERAL FUND Appropriation	$208,318	$254,260	$260,000
Less Unexpended Balance	3,235	6,255	
Net Total GENERAL FUND Expenditures	$205,083	$248,005	$260,000
EXPENDITURES BY WORK PROGRAMS			
No. 300301. Playground and Centers	$ 95,598	$112,862	$117,014
No. 300302. Sports and Athletics	59,982	91,605	96,031
No. 300303. Special Services and Events	49,503	43,538	46,955
Total	$205,083	$248,005	$260,000
EXPENDITURES BY CHARACTER AND OBJECT			
Average Number of Permanent Employees	35	42	41
Man-Months, Temporary and Part-Time Employment	844	900	900
Personal Services Permanent	$ 80,063	$ 95,920	$104,370
Part-Time and Temporary	78,511	104,114	105,765
Supplies and Materials	21,948	21,571	22,485
Equipment, Maintenance and Replacement	1,578	1,348	2,090
Equipment, New	553	80	
Rents and Utilities	15,249	12,239	12,421
Printing and Binding	149	124	130
Travel	238	350	300
Freight, Express and Hauling	5	13	20
Other Contractual Services	6,552	12,171	12,269
Unclassified	237	75	150
Total	$205,083	$248,005	$260,000

Appropriation Ordinance Text

For salaries and other expenses, including acquisition of equipment, necessary for the conduct of the work programs of the Bureau of Recreation in the Department of Recreation and Parks, as set forth in the General Fund Budget ..... $260,000.

Financial Statement

It must be remembered that a budget as presented, with its cost figures, key work-load factors, and so forth, is at best a review of past accomplishments and an estimate of future needs. Since it is an estimate of what is to be accomplished, on funds requested, a system of reporting built on work programs must be devised. Since appropriated funds are allotted quarterly, reporting, therefore, on performance is also quarterly. These reports are important adjunets to the performance budget—important to the administrator to check accomplishments, efficiency, progress and evaluation—important to the legislative body, administrative heads and to the citizens that they may see *where* their money goes, not so much *how* it goes, and the net result of work accomplished for dollars spent.

Census Figures

The Bureau of the Census tells us that the average 1950 per capita expenditure for "recreation" in 474 cities of over twenty-five thousand population was $2.51. It varied from an average of $2.07 in 243 cities of twenty-five thousand to fifty thousand up to $3.60 per capita in thirteen cities of five hundred thousand to one million. Figues include parks, organized and other recreation facilities.

Come On In - The Dancin's Fine

EVERYONE SEEMS to be do-si-doing it these days. Watch your favorite television program and, with little or no excuse, the ballet group will suddenly go into a square dance. Tune on the radio and a slick band with a hillbilly fiddle will be setting the mood for a "hoedown." Go into the record shops and instead of listening to crooners and lullabies, you'll be hearing countrified voices yelling "Allemande left and around you go!" Yes, everybody's doing it—or almost—for there still are many of all ages who are anxious to get into the swing, but find the activity a little complicated in the beginning. For them, we offer the following. The idea is to start with a few simple squares and, later on, progress to the more difficult figures.

Captain Jinks Quadrille

Music: "Captain Jinks" or 6/8 rhythm.
Verse:
1. Do-si-do with your corners all, your corners all, your corners all;
2. Do-si-do with your partners all, for that's the style of the Army;
3. Allemande left with your corners all, corners all, corners all;
4. Allemande right with your partners all, for that's the style of the Army.
5. Balance to your corners all, your corners all, your corners all;
6. Swing the corner lady all, and promenade around the hall.

Chorus:
When I left home, mama she cried, mama she cried, mama she cried;
When I left home, mama she cried, "He's not cut out for the Army."
(All is repeated three times.)

Action:
1. All turn away from partners, walk around corner lady, passing right shoulders and walk backwards to places.
2. Face partners and repeat do-si-do with them.
3. Turn away from partners, join left hands with corner lady and turn around counterclockwise, back to place.
4. Face partners, join right hands and turn clockwise back to place.
5. Take two steps backward, then two steps toward corner lady.
6. In waltz position, turn corner lady in place.
7. Promenade with corner lady around the square and back to man's place. Repeat three more times, until original partners are reunited.

Take a Little Peek

Music: "Wreck of the Southern 97," "Irish Washerwoman," "Durangos Horn Pipe" or "Turkey in the Straw."
Introduction: Done only at the beginning of the dance.
1. Honor your partner, sides address (bow to partner and corner).
2. All join hands and circle left.
3. Come back home single file.
4. Ladies in the lead, Indian style.

Figure Calls:
1. First couple out and lead to the right (stand in front of second couple and bow).
2. Around that couple and you take a little peek.
3. Back in the center and you swing your sweet.
4. Around that couple and you peek once more.
5. Back in the center and you circle four (join hands with second couple and move left half way 'round).
6. Circle four and pass right through (first couple pass between man and lady of second couple).
7. And you go right on as you used to do (first couple goes over in front of third couple and bows).

(Lines 1 to 7 are repeated twice more, but on the last time, substitute: "And you go back home where you used to be."

Change Calls:
1. Home you are with a balance all (step toward partner and back).
2. Swing around all and swing around eight (turn partner twice around, eight steps on this and next line).
3. Go up the river and across the lake.
4. Allemande left (turn corner all the way 'round with left hand).
5. And a grand chain eight (give right hand to partner, pass her, left hand to next and so on, doing a grand right and left half way 'round circle on this and next line).
6. Hurry up boys, don't be slow.
7. Meet Mary Ann and away you go (meet partner and promenade home with her on this and next two lines).
8. Back home again with a promeno,
Hi dee, hi dee, hi dee, oh!

Note: The second couple now does the figure call, all do the change call, then the third and finally the fourth couples do the same. At end, all promenade to seats, instead of "back home."

Darling Nellie Gray[1]

Music: "Darling Nellie Gray."
Introduction:
Honor your partners, your corners all
All join hands and circle the hall.

Calls:
1. Oh, it's first couple out to the right
And circle four hands around.
2. And swing your opposite darling Nellie Gray.
3. Now it's right and left right through
And you balance as you do,
4. And swing your own darling Nellie Gray.
5. Then it's on to the next
And circle four hands 'round.
(Repeat with third couple and again with fourth. The first couple then returns to place.)

Chorus:
1. Now it's do-si-do your corners
And do-si-do your own.
2. And swing your opposite lady 'cross the hall
3. And swing your left hand lady, just as you are
4. And swing your own sweet darling Nellie Gray.

Action:
1. The first couple leads out to the right, joining hands with the second couple and circling left.
2. Each gent of these two couples swings his corner lady.
3. Right and left, half-way, then turn around individually and directly facing them will be their original partners. The ladies turn to their right and the gents to the left, in the "Right and Left." The figure is not completed as in the regular "Right and Left." The balance is a mere nod, as there is no time to perform a real balance.
4. Gents swing their original partners (only the first and second couples are dancing; the third and fourth are standing still).
5. First couple then moves to the third and the figure is repeated.

Chorus Action:
1. Gents perform a do-si-do with their corner ladies, passing by the right shoulders. Partners do-si-do, passing by the left shoulders.
2. Gents move directly across the set, but in doing so, move slightly to their left, so that there can be no collision. Now they swing opposite ladies (the first gent swings the third lady, the second swings the fourth and so on).
3. Each gent stops swinging, being careful to leave his own lady on his right. Each then moves to the lady now on his left and swings her. Thus the first gent swings the second lady; the second gent, the third lady; and so on.
4. Each gent now swings the lady on his left, who is his original partner.

Buffalo Boys[2]

Music: "Buffalo Gal," "Wagoner's Reel" or "Little Brown Jug."

Calls:

A. First couple balance and swing.
1. First buffalo boy promenade the outside ring
Balance to your partner
Partner with the right hand 'round
2. Corner lady with the left hand 'round
3. Sashay by your own little gal
And swing the lady across the hall
4. Home you go and swing your own
5. And one-two couples swing
6. Two buffalo boys promenade the outside ring
Balance to your partners
Partner with the right hand 'round
Corner lady with the left hand 'round
Sashay by your own little gal
And swing the lady across the hall
Swing her awhile and leave her alone
Run away home and swing with your own
7. And one-two-three couples swing
Three buffalo boys promenade the outside ring
Balance to your partners
Partner with the right hand 'round
Corner lady with the left hand 'round
Sashay by your own little gal
And swing the lady across the hall
Home you go and swing your own
8. And all four couples swing
Four buffalo boys promenade the outside ring
Balance to your partners
Partner with the right hand 'round
Corner lady with the left hand 'round
Sashay by your own gal
And swing the lady across the hall
Home you go and everybody swing
Allemande left, grand right and left
Meet your partner and promenade.
B. Second couple balance and swing.
C. Third couple balance and swing.
D. Fourth couple balance and swing.

Action:
1. The first gent walks once around the outside of the set back to his home station and bows to partner. He then joins hands with her and turns her once completely around in a clockwise direction, then drops joined hands.
2. Gent number one then turns his corner lady (lady number four) once completely around counterclockwise, with left hands joined, then drops hands.
3. Gent number one sashays counterclockwise on inside of set, passing in front of his own partner to the lady across the hall from home station (lady number three) and swings her.
4. Gent number one returns to original partner and swings her on his home station.
5. First and second couples swing.
6. First and second gents, with second gent in the lead, now simultaneously repeat movements numbered one to four.
7. First, second and third couples swing; then first, second and third gents, with third gent in the lead, simultaneously repeat movements numbered one to four.
8. All four couples swing; then first, second, third and fourth gents, with fourth gent in the lead, simultaneously repeat movements numbered one to four.

B. Substituting for A, second gent leads out and repeats movements numbered one to eight. (Gents three and four, and finally one, are added in proper sequence.)

C. Substituting for A, third gent leads out and repeats movements numbered one to eight. (Gents four and one, and finally two, are added in proper sequence.)

D. Substituting for A, fourth gent leads out and repeats movements numbered one to eight. (Gents one and two, and finally three, are added in their proper sequence.)

1. Reprinted from "The American Square Dance," by Margot Mayo, Sentinel Books, New York. 2. Reprinted from "The Square Dance," Chicago Park District.

COMMUNITY LEADERS

Use Your Initiative

An Address by Sherwood Gates

OF TWO CENTRAL aspects of our current mobilization problem, one revolves around production and manpower problems. The second revolves around information and education problems. There is still a third highly important aspect to which reference should be made: the problems raised in connection with the maintenance of a relatively huge and growing military force. That these problems are many is obvious. The central core of the particular problem to which I want to make brief references here may be phrased in the form of an assumption and a question. The *assumption is this:* We are faced with the necessity of raising and maintaining a large military force for many years to come. The *question is this:* How do we raise and maintain such a force over an indefinite period and at the same time sustain the normal forward progress of our national democratic culture?

I am convinced that most of the answers to this question rest with our American communities, particularly those communities which military personnel visit, and in which military personnel and their dependents live. Here is why this is so.

First—Military training and service are fast becoming normal parts of the growing-up and educational process for our American youth.

Second—If military service is to sustain the normal forward progress of our culture, it must make a constructive contribution to that educational process. You can't make military training an intellectual and moral deep freeze; and certainly it must not represent a period of moral and intellectual retrogression. It has got to give young men the opportunity to grow as individuals, to become better citizens; and this responsibility applies equally to the young women of the armed forces; and to the women who marry servicemen; and to their children.

Third—Many of these opportunities can be given to military personnel through such military programs as special services, information and education, training, and religious opportunities. However, the military services alone simply cannot provide sufficient opportunities of these types and of sufficiently high quality; and cannot follow service personnel and their dependents when they live in and visit civilian communities. Therefore, it becomes necessary to look to civilian communities to make freely available their indigenous resources to supplement and support military programs. It is in our communities where this national culture of which we speak is resident. What we want and need for military personnel and their families is the closest possible normal contact with the mainstreams of American life in the communities in which they and their dependents live and which they visit on leave time.

There is no fixed formula or standard pattern for accomplishing this. In our work with military commanders and community leaders, we say to the military, "Discover, and make full use of what is available in the civilian community; expand your own fine programs by drawing on the civilian resources available to you." On the other side, we tell community leaders to use their imagination and initiative in stimulating a free flow of community resources on behalf of military personnel; to make available and attractive to military personnel everything in their community in which they take pride. To both sides, we say, "Get together, plan jointly, work cooperatively to maintain and expand a joint community-military program that uses all the resources on both sides in order to make available a stimulating and attractive program which has something worthwhile to offer every serviceman and woman, every service dependent, and every member of the civilian community."

Frankly, we think of our role, of the federal government's role, in this highly important segment of the national mobilization effort as that of a challenger. We offer to people of good will in American communities — to all people of good will—the challenge to join with the military as full partners in helping to make military training and service a period of positive growth in the highest values of our democratic culture. It is possible to send young men and women back to civilian life better citizens than when they entered the armed forces. We think this is a challenge worthy of our American tradition. We think that in the solution of the problems posed by this challenge, our American communities can and will devise new and effective methods for community cooperation on behalf of the public welfare. We ask this Conference on Community Mobilization for such assistance as it can give to us in this work and for such assistance as it can give to the countless individuals of good will throughout this Nation who are already struggling with this problem. (See page 572, "Community Programs Include Servicemen."—Ed.)

*Given before session of "The American Council for the Community Conference on Community Mobilization," November 1951.

TRAINING

• The following three articles merely suggest the wide range of recreation training opportunities existing in our country. In addition to formal, academic and professional education conducted by colleges and universities and the regular in-service training programs conducted by local and state recreation agencies, there are varied and extensive opportunities for young and experienced workers. Also, there are the annual district recreation conferences, conducted under sponsorship of the National Recreation Association, the National Recreation Congress and numerous training experiences provided by state extension services. Courses, workshops, institutes and training conferences run into the hundreds annually.

Whether it be for activity skills or highly technical information of an executive or administrative nature, an appropriate training experience can be found in one or several sections of the land.

These training sources are helping to fill the gaps in knowledge and skills, to change attitudes. They are helping to create better workers and better citizens, developing people and improving performance. They are growing out of a need recognized by the leaders themselves and are the work of many people who are sacrificing time and money beyond their regular call of duty.—*W. C. Sutherland*

Park and Recreation Institutes Across America—A New Venture

Garrett G. Eppley

PARK AND RECREATION administrators are going to school and they love it. Across America, training institutes are springing up to serve the various section of our country. One may even receive graduate credit for participating in them, for they are conducted in part by personnel of our colleges and universities.

This new venture was initiated in 1947 when the Department of Recreation at Indiana University in cooperation with the Indiana State Park Department, the Indiana Municipal Park and Recreation Association, similar departments and associations of the surrounding states and their regional and national associations, established the Great Lakes Park Training Institute at Pokagon State Park, Angola, Indiana—225 miles from the campus of the state university. Since that time over five hundred different individuals have participated in one or more of the institute's annual sessions, and have come from twenty-six states, Canada and the District of Columbia. Some of them have gone back home to establish similar services for their particular regions. They all are affiliated with a college or university, with park and recreation departments and associations serving on the planning committee as co-sponsors. In Florida, the institute is affiliated with the General Extension Division of Florida University. In the New England region the Department of Recreation of Springfield College is responsible for conducting the institute, while for the Midcontinent Association it is affiliated with the Center for Continuation Study at the University of Minnesota. Proceedings are compiled for each; and in conducting an institute, the director is assisted by graduate students majoring in recreation. The American Institute of Park Executives and the National Conference on State Parks hope to have institutes established for all sections of the country by 1957.

Their popularity is illustrated by the average attendance at each session. At Pokagon, session attendance has increased three hundred seventy-five per cent though the total registration has increased only seventy-five per cent. Average session attendance for 1951 was one hundred thirty-one out of a total registration of two hundred two.

All persons appearing on the program come at their own expense or at the expense of their departments. It is considered an honor to appear on the program. The administrators spend many hours gathering data and preparing their talks. They are on the firing line, and the information they present is still hot. Each talk is followed by a lively discussion. A portion of the week is given over to small workshops in which everyone participates. Ample time is allowed for a discussion of topics; and demonstrations, films, displays and field inspections are utilized for the presentation of subject matter. It is the policy at Pokagon to allow considerable time for informal get-togethers, fellowship, relaxation and both passive and active recreation. The nightly sessions over a cup of coffee, in the "Barn" of the Inn, do much to create a common philosophy among park and recreation administrators. Too many institutes fail *because they are loaded down with speakers and discussions.* The topics for the Sixth Annual Session of the Great Lakes Park Institute are somewhat

"Pulverizers" proved of interest at recent Florida Park and Recreation Training Institute.

OPPORTUNITIES

typical. Included were discussions of School Camping, Planning of Park Systems, Areas and Facilities, Defense Problems as They Relate to Parks and Recreation, Effective Committee Functioning, State Services and Support for Parks and Recreation, Personnel Management, Interpretation of Parks and Recreation Through Use of Visual Materials, Surfacing and Paints. Nine workshop sessions on various phases of operation and maintenance were held.

The Great Lakes and the Florida institutes are designed primarily for park personnel while the New England and Midcontinent institutes are planned for both park and recreation personnel.

What are some of the results? Park and recreation administrators have indicated the following:

1. An improvement in the quality of work performed by park and recreation personnel—owing to the application of new techniques in administration and interpretation—a broadening of their concept of program, and the pertinent data obtained by them on operation and maintenance.

2. The development of a professional attitude; the learning of the "why" of things as well as of the "how."

3. The development of understanding among park and recreation administrators, and university officials. Each is beginning to realize the contributions and problems of the others.

4. The elevation of the status of park and recreation personnel in the minds of board members and the general public. The fact that the university recognizes the importance of this field influences various public groups to realize that trained personnel is desirable.

5. More research on the part of the busy administrator.

6. The learning of techniques for the conducting of institutes, gained from first-hand observations.

7. Administrators, graduate students—the potential administrators of the future—and even park foremen are becoming familiar with a vast amount of pertinent literature and personally acquainted with the leaders in the profession.

8. Subject matter presented at the institutes is being made available to our institutions of higher learning and to the general public. Copies of the proceedings have been requested by colleges and universities, public libraries, as well as park and recreation departments.

Though curricula in park management are offered at Syracuse University and at Michigan State College, and recreation curricula are offered at a number of colleges and universities, none of these curricula prepare the future executive to administer a park and recreation department. The regional institute helps to fill this gap in training. But the most important contribution of the institute to the profession is that it has created among park and recreation personnel an urge to keep learning and to grow professionally.

What these institutes hold for the future nobody knows, but if they are well planned and conducted, held in the proper setting, they should develop the *park and recreation profession* much above its present status.

MR. EPPLEY, *Chairman of the Department of Recreation of Indiana University, is Director of the Great Lakes Park Training Institute, Pokagon State Park, Angola, Indiana.*

Larry Eisenberg

A SHORT, PLUMP German-born man was standing in front of a group of interested adults in a camp, explaining how you do wood carving. It seemed simple to him. Holding up a sample of his work, an exquisitely-carved animal, he explained, "He was in the vood—I just let him out." All the crowd looked up from their own handwork projects to smile at him and at each other appreciatively.

John Klassen had just about expressed the philosophy behind many of the recreation leadership workshops which now dot the country clear across the map. They are planned to find better ways of "letting out" the potential ability for enjoyment of life evident in the people who attend. All year long, especially in the spring, there will be groups of interested people earnestly pursuing the quest of how to help people play more effectively.

Most RECREATION readers are familiar with the tremendous job done by the social recreation and other specialists

of the National Recreation Association. They have helped a great deal in these recreation workshops.

The spontaneous way in which the workshops get started is one of their more interesting features. Someone attends one or two, gets the idea, and starts one for "his own people" nearer home than the regional or state-wide meeting. Nearly two decades ago such a meeting was held at Walden Woods, Michigan, on the basis of sharing ideas and learning leadership techniques from each other. One year they had an unusually interesting time. All of the "imported" leadership cancelled out at the last minute, and those present had to carry on the program by themselves. They enjoyed this sharing so much that when the group broke up and started regional workshops, members took the sharing idea with them. The Reverend Fred Smith went to Camp Ihduhapi, E. O. Harbin to the Southwide Leisure Time Conference, A. W. Henke to Clear Lake, Iowa, and D. C. Ellinwood to Illinois to start the Leisurecraft and Counseling camp; and from these many others have grown.

The features and pattern of these recreation workshops is similar and simple. The program will nearly always include offerings in group singing, crafts in their many forms, folk dancing, square dancing and singing games, informal and formal dramatics, active games and outdoor fun, nature lore and camping, perhaps specialized activities like whip snapping and boomerang throwing, and above all, plenty of philosophizing. It is a "learn-to-do-by-doing" experience.

These leaders are not only interested in the "how" of recreation, but very much in the "why". This fact accounts for the earnest discussion groups, panels, and talks on the place and function of recreation in the lives of the people in their particular organizations. At one of these sessions, a casual visitor might get the idea that most of them were not interested—since their eyes are lowered to their work of wood-carving, braiding, lacing and other jobs (any of which can be done silently). Let there come a lull in the speech, however, and the discussion shows that they didn't miss a word!

Democratic operation characterizes most of the workshops. Many are held in camps and other informal situations. Rugged clothing is the order of the day. Leader soon becomes learner after his special period of responsibility is over, and one may find a nationally-known music leader making a very ordinary-looking craft project of which he is very proud. The unwritten law is that everybody "pitches in" at all points in the program.

Cooperative operation of the workshops is often a delightful feature. The group helps with dishes and meals, cleans up and sweeps out, and takes pride in leaving camp cleaner than they found it.

You will find these workshops all over the country now. Some feature recreation on a community basis (for "Y" workers, extension service people, county agents, church workers, teen town and golden age workers). Usually these are quite non-sectarian. They are found in such workshops as Camp Ihduhapi, the Black Hills Lab, or the Illinois, Ohio (Buckeye), or Indiana (Hoosier) Labs, for example. The faith and denomination groups have taken the pattern into their own basic training for professional and volunteer workers—the Catholic and Jewish groups, the Brethren, Presbyterians, American Baptists, Disciples and Methodists—as the YMCA and YWCA have done.

The Methodists have two policies about the workshops: we try to have a regional one close to as many people as possible; for those areas not so touched, we list in detail other training available. This information will be carried in the Spring edition of *Leisure*, which can be had free from Box 871, Nashville, Tennessee.

MR. EISENBERG, *author of "The Pleasure Chest," serves as recreation specialist for the Methodist General Board of Education and as editor of its quarterly paper,* Leisure.

The Travelers

Robert R. Gamble

THERE ARE PEOPLE, especially in our largest cities, who live their entire lives on the block where they were born, although most of us travel a little more than that. A few people, however, like NRA training specialists, travel pretty continuously throughout several states, managing to get home only occasionally. People who live this kind of life are certainly entitled to be called "travelers."

The recreation leadership training staff of the National Recreation Association is composed of Helen Dauncey, Anne Livingston, Mildred Scanlon, Grace Walker, Frank Staples, and Ruth Garber Ehlers on a part-time basis. Known to recreation leaders throughout the United States, these training experts visited, in 1951 alone, three-fourths of the states in the Union, and Canada, working on request in 157 cities and giving leadership training to almost 15,000 recreation leaders, paid and volunteer.

In the general area of social recreation Helen Dauncey, Anne Livingston and Mildred Scanlon, probably the most famous traveling trio in the recreation field, in 1951, gave instruction to over 10,000 leaders in 102 cities. Wherever they went, they talked to luncheon groups, city officials, civic leaders: they appeared on radio and television programs; they were interviewed and photographed—all of this in an effort to serve as fully as possible the interests of the recreation movement.

Grace Walker is one of this country's leading teachers in the field of the creative approach to recreation. Creative recreation, as Miss Walker conceives it, consists of all recreation activities which serve to recreate within the child or adult that joy which is a natural result of self-expression. Miss Walker works particularly in the fields of drama and speech, music and dance or movement. She has worked both with groups of recreation leaders and with educators who have found in her courses much that is valuable in school situations. Working directly with leaders, as do all NRA training workers, Miss Walker has

been able to multiply herself and make available to countless children and adults the satisfactions which come from participating in choral speaking, dramatic activities, festivals and other community-wide programs. In 1951, she conducted training courses in twenty-one cities for 2,012 leaders.

Frank Staples has strewn handmade lie detectors and his Yankee wit from coast to coast and border to border—along with serious projects in arts and crafts which have helped to raise substantially the general level of this part of the community recreation program. He has found time, also, to write books in his field, to prepare monthly features for RECREATION magazine, and to campaign steadily for higher and higher standards in art and crafts programs. His efforts have brought results in more creative and imaginative leadership. Mr. Staples gave training in arts and crafts to 2,013 leaders in twenty-six cities in 1951.

Hard as she tried, Ruth Garber Ehlers just cannot manage to retire. For several years she served as a full-time member of the training staff, but more recently she has been returning to duty from time to time to do the special training in social recreation, party planning and drama which she does so well. Her assistance has been especially appreciated at busy seasons of the year when the full-time workers' schedules are filled. She gave instruction to 501 leaders in eight communities last year.

But why should the National Recreation Association have a training staff in the first place?

The importance of training was recognized in the very early days of the association, and one of the early items in the literature of the movement is the association's "Normal Course in Play."* Through the years many of the association's district representatives have themselves done some leadership training work; and for nine years there existed the National Recreation School, a graduate professional school organized primarily to prepare carefully selected young men and women for eventual executive responsibility in community recreation programs. Graduates of that course are among the leaders in the field at the present time.

More recently, however, the National Recreation Association has focused its training efforts on in-service training. People who are on the job have immediate and continuing need for skills and new program materials. If leadership is important in recreation, and we all recognize that it is, then everything that can be done to make that leadership effective must be done.

More and more volunteers are helping with community and agency recreation programs. The service which they render is so valuable that it could not possibly be paid for out of strained budgets. Whatever can be done to help volunteers feel that they are effective is worth doing. NRA training courses are carefully planned to meet the needs of volunteer leaders.

In larger cities, where in-service training programs are well established, there may not be quite the need for special training programs conducted by NRA training workers; but in smaller communities where staffs are smaller and specialists fewer, this training staff has been able to make an important contribution. This is not to say that larger cities have not frequently asked for the special help that is available. A training staff, like the one which NRA has sponsored for so many years, can make a real contribution to any recreation program.

Anne Livingston, NRA, conducting a training institute in Florida.

The defense emergency has now brought more need for recreation leadership—among military personnel, defense industrial workers, civil defense staffs; and there are always the regular home front services to Mr. and Mrs. Average Citizen which must be continued.

Improved skills and techniques, a wider range of program material, more confidence in leadership ability, renewed enthusiasm—these are some of the things the travelers leave behind with the leaders they have met before boarding bus, train or plane for that next stop.

Evidence of the success of the training courses can be found in the volume of correspondence which reaches NRA Headquarters. Dates are booked months—and in a few cases—a year in advance. For all the inconveniences of living out of a suitcase week after week, the travelers find real satisfaction in their direct contact with other recreation leaders whose devotion to their calling makes them want to do it better. Satisfaction, too, from letters of appreciation that arrive afterward, like the one which said, "There is no end to the wonderful things you did for us here," or "Already our program has shown the results of the institute," or "The degree of success of this first training institute can only be measured by the numerous requests that we have had from many teachers, Girl Scout leaders, YMCA, Boy Scout, Campfire Girls, C.Y.O. and P.T.A. volunteers to please bring it back to this community next year. Please consider this letter a formal request," or "It certainly helps a director and others to have someone of your ability come in from the outside to bring stimulation, inspiration and new ways of doing things, as well as skills in new activities."

It looks as if the travelers are here to stay.

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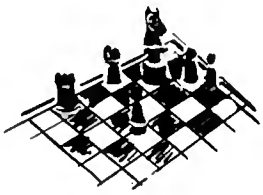
*Published first in 1909 as one of a series of pamphlets prepared by the association's "Committee on a Normal Course in Play." The material was later revised and published in book form. It is now out of print.

MR. GAMBLE, *in charge of NRA service to states, arranges for the "travelers" to keep traveling. He is, also, the Assistant Secretary of the Recreation Congress Committee.*

Within security. His next play requires planning.



What's the

JONATHAN JONES' great grandfather lived to be forty-eight; his grandfather to fifty-five. Today, say scientists, Jonathan has a better than even chance to live past sixty-seven. They point to the ever increasing number of elderly people in the United States (an increase of nine million adults over sixty-five in the past fifty-one years.) But then they ask, "What's going to be done with our elderly?"

Our society at times has been savage in its disregard of the wants and problems of the aged. All too often, a person plus sixty-five is committed to a nursing home or hospital because no one has helped him make an adjustment to old age.

In some cases oldsters refuse to be shoved aside—instead they strike out for themselves. For instance, the Mohawk Development Service in Schenectady, New York, originated by a septuagenarian, makes it a policy to hire *only* men over sixty-five. Each employee, thoroughly experienced in drafting or some other technical skill, is happy and content working in retirement. These active older men have no intention of rocking hopelessly on a front porch and allowing their respective talents, built up after years of arduous experience, to waste. "We may have to slow down a bit, but we're certainly not stopping." is their motto.

There are others.

A retired Army officer recently approached New York University's Division of General Education with the request that they lay out a course of study for him. "I've seen too many of these people die of retirement and I don't intend to let it happen to me," he said.

There are older people still carrying on in the arts and professions, such men as Arturo Toscanini, vigorous and productive at eighty-four. Unfortunately, however, the Toscaninis are few and far between. The majority of our aged are sadly in need of help—not merely financial, but psychological and educational as well.

Recognizing this problem, the Division of General Education, the adult school of New York University, recently called a two-day conference on "Society and the Older Citizen." Represented were government, industry, medicine, labor and education. During the conference various methods of dealing with the problems of aging were discussed and several practical ideas proposed.

Foremost among them was the necessity for a "retraining period" for those who have retired from active participation in business. To many, this period represents a time of "shock." The sudden inactivity sometimes proves more than they can handle. As one oldster put it, "There just ain't nothing to play hookey from anymore."

The conferees believe that there is no reason for these people and their skills to be lost to society. What is necessary is a period in which they can learn new skills, trades, avocations and talents—more suitable for their advanced ages. They need occupations and cultural interests which will bring about a happier adjustment to old age.

There are some people over sixty-five who are able to help themselves or whose companies have provided for their well-being, but they are very much in the minority. The rest are really in need of help.

Retirement is very likely to have medical consequences, even in cases where financial aid is available. The boring, tedious life of those with "nothing to do" sometimes manifests itself in illness for which there are no physiological reasons. Those unfortunate enough not to have medical advice or anyone interested in them often degenerate into semi-helplessness, a detriment to themselves and to society.

*Next Move for Our Elderly?**

Because our population is becoming older, it is extremely important to the nation for this increasing group of the aged to be well informed. Our aging citizens will have a very significant effect upon the nation politically and economically; and in local matters the increasing proportion of older men and women will have a direct bearing on whether a community is to be a static or dynamic one.

It is, therefore, of utmost importance that the older person be informed and helped to understand the newer social issues and community problems. If this isn't done, the older person who tends to be fixed in his thinking, translating the present through the past, might be resistant to change, even if it means social improvement.

There is also the danger that this large unit of our population might be used politically for unscrupulous purposes. It is to the best interests of the individual, as well as of the community, for the older person to be aware of ideas different from his own and of the changes constantly taking place in the social and political structure of the world.

Dean Paul A. McGhee, head of the Division of General Education, said of this problem, that to understand better what is involved in the process of aging—the positive values that come with advancing years as well as the limitations—the older adult needs to become informed on such matters as the following:

a. Financial problems of older people. Social security, old age assistance, employment opportunities for older workers, self employment.

b. Physiological aspects of aging. Health education courses.

c. Psychological aspects of aging. Preventive mental hygiene.

d. Nutritional needs.

e. Adjustments in family and social relationships. Grandparent education. Living with other adults.

f. Forming new concepts of successful living. Working for satisfaction rather than money.

g. Agencies serving the aged. Public health facilities, mental hygiene clinics, visiting nurses, recreation centers, employment centers, the old age nursing homes.

Dean McGhee added, "Already established adult programs—with no segregation of age groups—provide a wealth of training opportunities and the general cultural education so necessary to full mature living. Also, data of the kind described can be integrated into special short lecture-discussion courses of value not only to older persons, but to individuals in the middle years who are giving thought to successful retirement in later life. A beginning has been made, but much remains to be done."

Like everyone else, our older adults need to love and be loved in order to be healthy. But this is not possible when they are suddenly confronted with inactivity which may turn them into crochety, nervous individuals. Psychiatrists warn that idle retirement is likely to aggravate personality defects, to bring out deep irritations, and turn a fine citizen into a liability to himself and to others.

Education, the conference decided, is one of the important answers to the double question, "What can we do for the increasing number of elderly people, and what can they do for themselves?" It is not the only answer, but it will help enrich the lives of millions of Americans who otherwise would be left helplessly rocking their way into senility.

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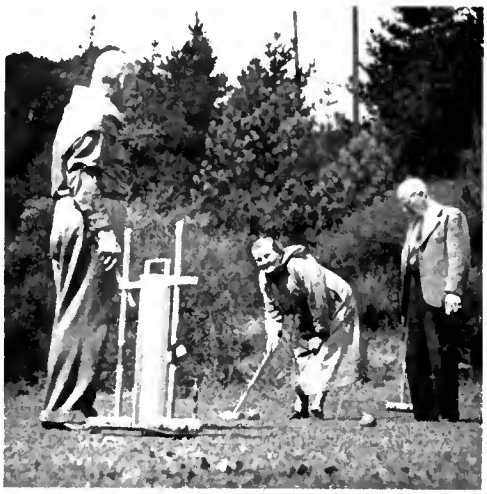
*Released by New York University Bureau of Information.

Sculpture is one of the many arts gaining in popularity among men and women who soon face retirement and long empty hours.

One "must" on the program: each camper had to make his or her own name tag. Wooden squares, macaroni letters, glue, pins and brushes were on hand and original masterpieces were turned out in no time.



"Haven't played croquet for decades," Mrs. C. sputtered. She found it a great surprise and a pleasant one, to win over her co-players.

Food prepared by Oakland recreation department camp cooks was delivered piping hot. Noon-time rulings included, "Serve yourself," "seconds for all" and "help clean up." Campers traveled back and forth by chartered bus, remaining until evening on Thursday for a hot meal served around the campfire instead of mid-day luncheon.

"It has been many a day . . .," so said these two seniors, when they spied the bicycles. There were a few half-spills, but it was fun!

Below: Making marbleized paper for gift wrappings occupied leisure hours of these four. Other crafts were popular. Strolls, nature talks and walks, fly casting, row boating, games of all kinds and "just plain relaxing" out-of-doors made camp days memorable to all.

"Toast for us," said these two campers, when they spotted this concrete outdoor fireplace with a convenient grill, in the Lake Temescal picnic area. Many seniors tried their hands.

More than sixty men and women, "past 50," experienced the time of their lives last August at the West Coast's first day camp for senior citizens, sponsored by the Oakland, California, recreation department. Stunts and skits, "tall tales" and sings around the campfire were acclaimed the best fun ever.

IY CAMP FOR OLDSTERS

A first day camp for oldsters was conducted by the Oakland, California, recreation department last August. Everyone had a wonderful time; and a colored slide series of photographs was made of the experience for a showing at Governor Warren's October conference in Sacramento on the Problems of the Aging. This conference was held to provide an opportunity for a representative group of California citizens to identify and explore the problems and needs of the older people of the state's population and to recommend the action necessary to solve them. "So that," says Governor Warren, "our senior citizens may live through their later years in dignity, security and usefulness."

Robert W. Crawford

Robert W. Crawford has been superintendent of recreation in Oakland, California since 1946, after serving as USN Lieutenant Commander Recreation and Welfare Officer and as Special Service Director, Veterans Administration. He was instrumental in setting up one of the first city-wide headquarters for senior citizens on the West Coast, under public recreation auspices, and received the Oakland Junior Chamber of Commerce Good Government award in 1948.

Having served the city of Oakland as Chief Warden of the civilian defense program during the early part of this year, Mr. Crawford is transferring to the position of Superintendent of Recreation of Philadelphia, Pennsylvania, effective March 15, 1952.

RECREATION FOR OLDER ADULTS

At Sixty Plus*

Allen G. Brailey, M. D.

BEFORE any wise plan can be set up for elderly people or for any other group of people, it is necessary to have a clearly defined ideal in mind, a target to aim at—a goal, which perhaps is never reached but toward which we hope to move at any rate. Such an ideal community would be one in which each member lived the abundant life of vigorous good health of body and soul, but we find ourselves involved in definitions. What is good health? Health is a shibboleth which is on everyone's tongue but to which each tongue gives a new meaning. The oculist is primarily interested in health of the eyes, the cardiologist in health of the heart and the arteries, the public health officer in freedom from infectious disease, the psychiatrist in mental well-being. I want to make the point very clear that health is essentially indivisable. There is no such thing as a truly healthy body when the spirit is sick, and there is no such thing as a truly healthy mind and spirit in a body which is wracked by physical disease. I remember a neighbor of ours when I was a little boy who sensed this truth. She was a very religious person and she wisely excused the peccadillos of a fellow church member with the remark that it was very hard for a dyspeptic to enjoy religion.

Do you and I need to be mentally and emotionally well? I ask that question because I feel that older people are like the rest of us. There is no mysterious seachange which takes place at sixty or sixty-five making the requirements for the abundant life differ in later years from those of middle age. So what are the things that you and I need to be truly well and happy? It is precisely on this point of what we need, and what we imagine we need, that there is some of the fuzziest thinking. There is an almost universal impression, an almost instinctive reaction, that what we need most is an assured and ever increasing *inflow* of possessions, pleasures, friendships, appreciation. This is the short-sighted, the childish, the egocentric point of view. When insight becomes mature we then make the great discovery that what we need most is an *outflow* of interest and creative energy into the community about us. We are rich not in what we take but in what we give away. He that seeketh to save his life shall lose it. There is no more certain way to become sick and miserable than to have denied to us the opportunity to take an integral and productive part in the life of the community.

It is here that society has gone astray in its thinking about older people. It has tended to adopt the viewpoint that the most delectable state for any man is one of idleness, that the goal of one's active years is finally to be supported in idleness, that a grown, mature adult can again be happy in the condition of the infant wherein he receives all of his needs from society but no longer makes any contribution thereto. No one really wants to be idle. No one wants to be unnecessary, to be shelved, be set aside, a mere parasite, ornamental perhaps, but useless nevertheless. Everyone is really happiest when his faculties and capacities, however meagre, are used to the full. If you will recall the happy days in your experience, almost without exception you will find that they have been days when your energies were wholly taken up in some useful project or enterprise.

For the indigent old, society has made a beginning at least. In this country it does provide at least a subsistence of food and shelter, but it is all too apparent that the results are pitifully inadequate. The bare avoidance of starvation is no bright substitute for death. Have you ever visited a City Home, or Home for Indigent Females or Home for Aged Couples? What haunts me in such places is not neglect of the body. Often the quarters are clean and neat and warm enough. But those rows of people sitting against the wall with bored, listless, hopeless faces, waiting only for the next meal because they have nothing else to do!

Contrast with these dejected, often querulous people the contented, frequently delightful, older people who live in our homes or on our streets. I do not think the difference can be explained on a simple economic basis. Nor is it true that the more fortunate group was necessarily born with greater resources of character or of capacity for find-

*Address given by Boston physician at the National Recreation Congress in October, 1951.

ing life interesting. It is rather that they still have something for which to live. They are still wanted by someone. They are often still needed in some essential household role, such as carpenter, tinker, gardener, babysitter. They still have a market for their outflow of energy, interest and affection.

Nevertheless, these people who make no complaint, whose lives seem to them and to others quite satisfying, often taste only a fraction of the zest of life which might be theirs. Patients of mine who have held positions of considerable responsibility come to the retiring age and I say to them: Do *not* retire from work, retire *to* more congenial work,—for the Community Fund, for the Red Cross, for the church or the schools, for the Scouts. And they reply: Oh, Doctor, you can't imagine how busy I am. Why, I spend an hour every day edging the lawn: then I have to do shopping for Mary. And there are the grandchildren whom we want to visit every week. They are not unhappy. They are busy enough to escape boredom; but they are too willing to dally away their days, to let their special talents and abilities, perfected by long years of experience, gradually rust away from sheer disuse. And to the extent that they stop the outflow of their abilities into the community and are content to contract into their own petty selves, to that extent they become less healthy. All too often the change in interest proves lethal and they come to a premature end. Life is synonymous with growth and when growth stops, life is not apt to linger much longer.

It is easy to divide older people into two classes, the indigent and the independent. To some extent this is justifiable and inevitable, but this problem of the relation of life interest to health has nothing to do with monetary income. I would like to see all older people meet their needs and problems together and not as two separated economic groups.

Readers:—Dr. Brailey's suggestion of clubs for the elderly is excellent, but are such clubs the only answer? Many recreation departments are successfully including these people, with other age groups, in various phases of the general recreation program—such as square dancing, singing, arts and crafts, parties. Won't you please write us briefly, stating your own experience in this respect?—Ed.

The very large majority of older people who are economically independent will shun any effort you make which has the slightest suggestion of charity. On the other hand if you consider together all the people in your community who are sixty years old, or older, you will find that they constitute nearly ten percent of the entire population. They control funds enough to finance their own salvation, if they can only be sparked by the right leadership and inspired by a vision of the possibilities which they may realize.

Why should not our older folk be organized into clubs, with both social and business aspects, something in the manner of the National Grange, perhaps? Some of the functions of such clubs ought to be to find employment in the business world for those who wish to be employed, to equip hobby shops for woodworking, weaving, jewelry making, painting and so on. Such shops would provide the delights of teaching for ex-teachers and instruction for would-be pupils. Such clubs should provide, also, quarters for dinners, get togethers and fun, with opportunities for culinary artists to practice their art.

Meriden, Connecticut, older folks enjoy the sociability that goes with a cup of tea; and now have a fine clubhouse of their own.

Our mass production civilization has provided us with an extraordinary number of gadgets which are relatively cheap. By the same token we have become poor in the artistic forms which may be expressed in individual handcrafts. The handcrafts which such clubs could turn out might in time prove self-supporting, but whether they earn their way in whole or in part is not very important. They would make life happy and significant for a great many people, if the idea once became popular, and such a dividend would surely justify the cost. As you can see, I feel that the chief distinction between the activities of a man or a woman before retiring and after retiring should be that after retiring he ought to be free to do congenial work and no longer be required to meet a deadline or punch a time clock.

Is recreation needed for older people? Of course it is. But recreation is that which recreates and activity which is recreative for one person may not be recreative for another. What is needed by our older folk is not more television sets, more free movies, more moonlight sailing down the bay. Their recreation should be that which leaves them with the deep conviction: I still belong to this community. I have friends here and I am needed here. I am respected by the members of this community both as a person and for the things which I do to make it a better community in which to live.

Volunteers and Senior Citizens

Mary Elizabeth Bayer

ONE OF THE MOST INTERESTING and exciting developments in Winnipeg during the past year has been the expansion of leisure-time services for senior citizens.

Two years ago, the City of Winnipeg asked the Central Volunteer Bureau to undertake entertainment for Old Age Pensioners at the 75th-Birthday Celebrations of the city. Some three hundred volunteers were involved in this project, and after a very successful picnic for over fifteen hundred guests, the volunteers made their report to the bureau. Time after time their notes and phone calls asked the same question, "Can more be done for these lonely people? Are there any facilities for some kind of services for them?"

One of the most vital services volunteers can offer the community is *interpretation*. If they see a need, they can report it and help meet it: and this is exactly what happened here. A "Senior Citizens' Recreation Committee" was formed by the C.V.B. board and things started.

The first thing, of course, was a study of existing services to discover the scope of their work. Many groups are doing a splendid job: the National Council of Jewish Women with their Golden Age Club, the Soroptimists with their Happy Hour Club, the Women's Presbytery of the United Church with their Happy Hour Club, and so on. Committee members put their heads together and pooled all the learning and experience that could be found. Written and printed material from all over the continent was gathered and studied. A huge spot map of the city was prepared, and existing services noted along with data concerning concentration of the population of senior citizens.

Before any action was taken, the committee thought carefully about standards of service, quality and type of program required, and the part to be played by volunteers. Winnipeg is unique in the number of community clubs in operation in the city. The public parks board has helped in the building of community centers in many areas, and the C.V.B. committee recognized such centers as ideal locations for senior citizens' recreation.

The committee, consisting of both professional and lay representatives of various interested groups, such as the National Council and the Soroptimist Club, and the School of Social Work of the University of Manitoba, decided that before any long-term project could be successful, it must be tested and proven on a small scale. So a pilot project was planned.

The Ladies' Auxiliary of the West-End Memorial Community Club was approached and their enthusiastic cooperation was immediate and encouraging. One of the basic principles on which the committee insisted was the active participation of the senior citizens themselves. The planning group consisted of some volunteers from the Ladies' Auxiliary, some members of the C.V.B. committee, and a group of senior citizens from the area. Every detail of organization was carefully considered, and difficulties were anticipated as far ahead as possible. As a result of this cautious and deliberate planning, the Pioneer Social Club at the West-End Memorial is a flourishing success.

The pilot project was moving along nicely when a flood halted all progress in the work of the committee. However, some fifty members of the Pioneer Social Club were able to help with the flood operations at the center, thereby proving a second basic principle—that the senior citizen can serve the community as well as be served.

The Broadway-Optimist Community Club was approached next, and here was a real challenge. The area was large, and the potential membership of the senior citizen's group was impossible to estimate. Nonetheless, the volunteers went to work, and from a handful of fourteen members, the club mushroomed until it now has over one hundred and fifty members. They meet for a social afternoon every Wednesday, and their Glee Club meets on Friday, their discussion group on Monday afternoons. The club has filled a real need in terms of offering friendship to lonely people, activity and interest where there was boredom, happiness where there was discontent.

Clubs were started in three other centers, and in the course of one year, regular leisure-time services have been made available for over three hundred senior citizens, in addition to those already served by other agencies.

The keynote has been participation by the club members themselves. In a training course offered by the C.V.B., for volunteers working with senior citizens, self-government by the senior citizens is stressed. The course includes special techniques of organization and administration, program planning, financing, intake, all directed toward the active participation of the senior club members. The bureau is ready to offer continuing supervision and guidance to all volunteers.

The volunteers learn that senior citizens are not "just like children", and that—contrary to popular belief—they are mature and sensible adults with a very real contribution to make to society. They need the help of volunteers, but they need understanding rather than patronage, and an opportunity to plan their own show rather than merely to accept a hand-out. Again and again the importance of careful advance planning has been emphasized, and volunteers have been advised of the resources in the community which are available to club members.

Without volunteers, such a project as this could never succeed. Certainly, guidance by professional workers is vital, but the final test comes through the volunteer who must be willing to learn, eager to work and faithful to the job he or she has accepted.

The pattern has been successfully sketched and tried. It is to be hoped that initial success in this field is the beginning of ever-growing expansion in the matter of well-planned leisure-time services for our senior citizens.

MISS BAYER *is Executive Secretary, Central Volunteer Bureau, Department of Welfare Council of Greater Winnipeg.*

A Joint Jamboree

William B. Cook

Recreation is synonymous with service, and to the director of recreation there is no greater source of satisfaction than that of observing the result of his efforts to help his fellow men to enrich their way of living. It is the smile on the face of the freckled youngster who has hooked a big one, or the stout lad who has slammed out a homer, or the little miss who has just learned the art of a graceful dive. Great as these satisfactions are, however, they are humble in contrast to the supreme experience of seeing the sparkle return to the eyes, a sprightliness to the step of the "Golden Ager" who has been helped to find a new meaning to life. The advent of the Golden Age Clubs has brought happiness to scores of people for whom, previously, each dreary day had been the same as the one preceding it.

Only the ingenuity and imagination of the person in charge can limit the program of the Golden Agers. Creative and cultural pursuits, social activities and even mild athletic endeavors all fit well into a scheme of things. It all starts with the simple idea of meeting people of similar ages, tastes and ideals, of chatting over old times and having the opportunity of preparing and eating suitable refreshments together.

The majority of Golden Age Clubs follow the principle of eliminating dues, to spare embarrassment to anyone, but giving to those who want to help out financially in some way, however small, a chance to contribute. A receptacle is placed somewhere in the clubrooms and any member who so desires, may drop something into the kitty.

The Golden Age Club of Meriden, Connecticut, was organized in April 1951 as one of the services of the department of recreation. A series of newspaper articles preceded the opening session so that the elderly people were somewhat prepared for what was to come. The first meeting was a huge success; and of the group of men on the speaker's platform, all were over eighty—each a leader and still actively engaged in his own special field. One was Mr. Arthur Williamson, eighty-one-year-old Westchester artist, who exhibits his paintings every year, and another, Mr. Joseph B. Zellman, who has twice appeared on the television show "Life begins at Eighty." Mr. Zellman is actively engaged in teaching music in Meriden and maintains his own studio.

On every Saturday afternoon, the Girl's Club cooperated by loaning its facilities. These consisted of a large gymnasium, with kitchen and dressing rooms all on the same floor. The thirty-five charter members of the club felt that more people should be brought into the fold, and each member was delighted to help out in this respect. In six weeks there were sixty-five registered members, with about sixty faithfully attending every meeting. With the advent of hot weather it was decided to curtail the weekly meetings in favor of periodic outings. Three of these were held at various places in Meriden, one of them a joint meeting with a group from Shelton. All concerned enjoyed the joint meeting so much that it was decided to hold a larger meeting in September, which would include as many clubs as possible.

In the meantime, activity went on for the Meriden group. One of the local theatres opened its doors to the Golden Agers once a week, a local sportsman took the male members deep sea fishing, and one of the local television stores donated a TV set to the club. It is loaned out, at two-week intervals, to shut-ins—to bring happiness and a glimpse of the ouside world to those unable to come to the meetings.

For the joint jamboree in Meriden, invitations were sent to clubs in Shelton, New Haven, New Britain, Hartford and East Hartford. All of these agreed to meet with the Meriden club on September 22, 1951, for a day of entertainment, discussions, exhibits and lunch. Oldest among the two hundred to two hundred fifty Golden Agers attending, and one of the most active, was ninety-nine-year-old George Worcester, Vice President of the New Haven Club.

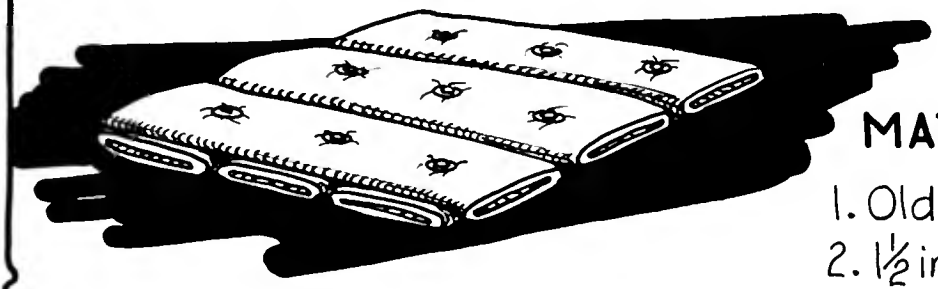
Singing is popular with everyone, and the Meriden Golden Agers are no exception. All enjoyed a fine time at the joint meeting.

The program got under way at ten a.m. when Reverend George Hagendorn was called upon for the invocation. The program included greetings by Mayor Howard E. Houston, an invitation to visit the Bradley Home, addresses by each of the various club presidents, and a speech by Mr. Hector Le Maire, Director of Education at the Rocky Hill Veteran's Hospital. Dr. Bertram Ball, president of the New Haven club, was elected chairman for the coming year. Highlight of the day was the announcement that the city would make the Andrews Homestead, historical landmark in Meriden, available to the Golden Agers for their club rooms. Thus, the Meriden group will be one of the few clubs now maintaining its own clubhouse—a headquarters available for use at any hour of the day or night.

Mr. Cook *is the Superintendent of Recreation in Meriden.*

How To Do IT! by Frank A. Staples

Make your own baseball bases.

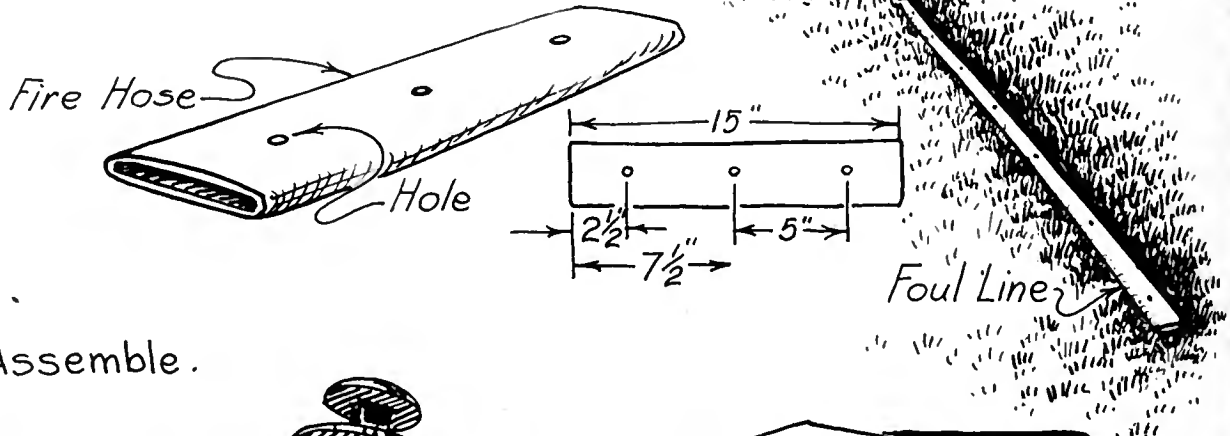


MATERIALS

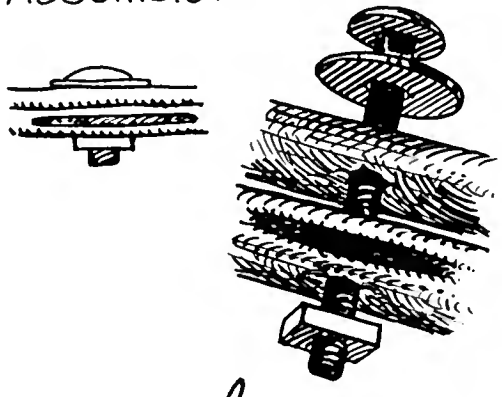
1. Old fire hose.
2. 1½ inch bolts.
3. Washers.
4. White paint.

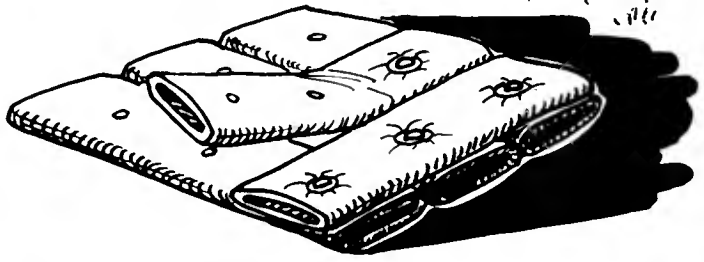
METHOD

1. For each base cut six pieces of fire hose fifteen inches long.
2. Cut three holes in each piece of fire hose.



3. Assemble.





4. Paint base white.

NOTE!

Long pieces of hose can be used for foul lines. Drive long spikes thru fire hose at six foot intervals to hold in place.

HERE'S THE LATEST; but it's not really news! For many years now, THE NEWSPAPER has ranked high on the list of popular themes for prize winning parties, and it's easy to understand why. The program possibilities that present themselves along this line are limitless.

Just think of all the different columns, sections and page headings in the average paper. These alone provide innumerable ideas for program, decoration and refreshments. The way in which such ideas are used will depend on the people who are using them. There *could* be one hundred newspaper parties and not two of them alike!

One party group used page headings as part of the decoration. High on each blank space of wall they stapled large colored letters that spelled out SOCIETY, ART, COMICS, SPORTS, HOUSEHOLD, CLASSIFIED ADS, and so on. Under these headings appeared appropriate news items—most of them including names of people present. You can easily imagine that there was "never a dull moment" at this party! Everyone found something of interest and amusement, somewhere on the wall. Those who found their own names added most to the laughter. (Incidentally, all news items had been carefully checked by the general chairman before they were posted. The object was to keep people amused—even at someone else's expense, *but* in a friendly, kindly manner. Had anyone gone home with hurt feelings the party would have been better without these news items!)

Another group, giving the same kind of party, used a pre-party activity that was in keeping with the theme. All about the room, the committee had posted pictures of people famous in the news, and placed a number on each. The pictures were mounted on colored paper and arranged in haphazard manner. Some were high on the walls, some low; some were easy to find, some not; and no attempt had been made to keep them in numerical order. Upon arrival, each player was given a pencil and paper and told to number his paper from one to twenty. This accomplished, he was free to wander from picture to picture, and beside the corresponding number on his own paper, he was to write his identification of the person in each picture.

The pictures had been clipped from any and every page in the paper! The people who read only the front page had no trouble at all recognizing the local hero of the day whose deeds (and face) had recently appeared in the news. Younger readers who devote so much time to the comics found their favorites on the wall, too! The town fathers easily identified the mayor, town clerk and superintendent of schools—who were also "among those present." The high school group quickly recognized their football captain, coach and others. Perhaps no one playing the game could identify all of the pictures, but there was almost no player who could not identify *some.* The committee had considered every age and interest group.

Special events of the evening have sometimes been fitted into the "page idea." The stage has been designated as the FASHION PAGE and at some point in the evening a fashion show is presented. Even the "fashions" thus become part of the program. First, the players are divided into teams. Each team is given a pile of newspapers and a bundle of toothpicks. At a signal from the leader, each team dresses one of its own members in the "latest." At the end of the time allocated, usually

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MISS SCANLON *is a training specialist in social recreation on the NRA staff.*

about ten minutes, each team sends its model backstage while other members get the best seat they can find to view the feature production.

A fashion commentator is a "must." Someone from the local radio station is usually glad to help out in this respect. Last, but far from least, comes an accompanist. A good pianist, who can quickly think of an appropriate tune for each model, will do much to insure the success of the show. Some numbers that are frequently used are "A Pretty Girl," "Paper Doll," "Pretty Baby," "Oh, You Beautiful Doll," "Sweet and Lovely," "School Days," "Here Comes the Bride" and "By the Sea, By the Sea, By the Beautiful Sea." Some of these can be used with almost any model, others for only certain ones. But you can be almost sure of at least one bride, and one bathing beauty (usually the biggest man present) appearing in the show.

To allow more leeway and provide a greater variety of models, the teams are sometimes allowed to draw from *any* page instead of just the fashion page. The name of the event then often becomes PARADE OF PEOPLE WHO MAKE THE NEWS. In this instance, Indians, Hawaiians, sailors, soldiers, baseball players usually appear, too. In either event, this part of the program is very likely to be the hit of the evening.

Refreshment corners, or tables, have been labeled HOUSEHOLD in keeping with the page heading idea. One group, however, served refreshments from the PRESS BOX—over which hung a large sign, "Eat, drink and be merry, for tomorrow you meet a deadline."

Once, when one of the committee members happened to be a talented artist, he was established with his easel, charcoal and other equipment under the heading COMICS. Here he quickly sketched pictures of anyone who cared to sit for a portrait. When each was completed it was hung on the wall, for COMIC PAGE behind the artist. Everyone present, whether or not he had courage to sit himself, enjoyed looking at the "comics." People who posed claimed their pictures at the end of the party, and had a souvenir to take home with them.

To promote this activity, a person dressed as a well known comic character went among the participants distributing pamphlets which said, "See You In the Funnies," and told about the artist and his part in the evening's program.

For general atmosphere, committees have been known to wear green eye shades and pencils behind their ears. Photographers with real or make believe cameras have rushed here and there taking pictures. Roving reporters have gone about asking perfectly ridiculous questions. Women who represent Dorothy Dix, the editor of Advice to the Lovelorn and similar columns have added immeasurably to the spirit of the occasion. Front door, first night type of interviews, set the stage, as it were, early! Needless to say, the success of these ventures depends greatly upon the people who take the leading parts in them!

Program, or special activities, can be thought up or adapted. A variation of the game, "Animated Alphabet," has been used often. Instead of forming words, however, the teams in this case "make the headlines." Two teams, of twenty-eight players each, are lined up on either side of the room, facing each other. Each team is given a different colored set of alphabet cards. Each player on the team

holds one letter. The leader reads aloud a headline. Players, from each team, holding the letters used in the headline hurry to a designated spot and arrange themselves in proper sequence—that is, so that the headline can easily be read by the remainder of the group. First team to accomplish this wins a point! Headlines that can be used include: Big Sale; Man Bites Dog; Shop Early; Give Now; Cab Lost; and so on. (Such headlines use a given letter only once!)

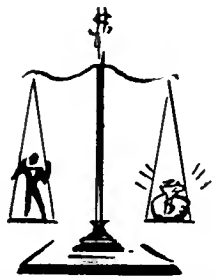
The old game of "Reuben and Rachel" can be played as "Maggie and Jiggs." Both are in the center of a circle formed by the other players. Maggie is blindfolded. She calls Jiggs who obediently answers, "Here Maggie!" Whereupon Maggie reaches out and tries to grab him. But Jiggs, knowing what will happen if he gets caught, ducks and dodges and tries to escape her clutches. Maggie continues calling and Jiggs promptly answers—until as always, he's caught. (The circle may have to close in repeatedly until poor Jiggs has no chance to escape, but the end is always the same.)

"Doghouse" is also a variation of an old favorite. Players are seated in a horseshoe formation. One player, "Dagwood" sits alone in front of and facing the group. The place where he is sitting is known as the "doghouse"—the place where Dagwood spends most of his time. But Dagwood doesn't like to be in the doghouse, so he calls on his friends to help him out. These are so numerous he cannot remember all their names. So he calls them by number. (Players are numbered from left to right around the horseshoe. Highest number is Dagwood's. All players retain their original numbers throughout game.) The players designated by the numbers Dagwood calls must jump up and trade places. Dagwood meanwhile tries to get into one of the vacated seats. The player left without a seat has to go into the doghouse; and he becomes known as Dagwood—even though he retains his original number. When Dagwood becomes hard pressed he calls loudly on his very best friend—"Blondie." When he does, *everyone* must get up and change seats. Dagwood is almost sure to get out of the doghouse on this move.

The perennial pattern of charades may be easily adapted to newspaper themes. Such slogans as, "All the news that's fit to print," or famous editorial names may be used.

There are many other games, and many other ideas which can be adapted to a Newspaper Party. These are only a few that have been tried! When you have your newspaper party, won't you please send us an account of some of the things you found most successful? We'd like to hear about them.

Per Capita Expenditures for Recreation and Parks



• The Recreation and Park Yearbook for 1950 made available for the first time information as to the total expenditures by municipalities for recreation and park service. The yearbook figures provide the basis for comparisons of recreation and park expenditures by cities of varying population groups. The table that follows indicates the per capita expenditures in 403 cities that reported the employment of full-time, year-round recreation leadership in 1950 and also the amount spent for recreation and park services. It affords an answer to the question that is often asked: "What do other cities in our population group spend for parks and recreation?"

It will be noted from the following table that the highest per capita expenditures are found, on the average, in the cities under 25,000 in population. Cities between 25,000 and 50,000 spend the least per capita and the larger cities spend increasingly more. No group of cities over 50,000, however, spent as much in 1950 as the three groups with an under 25,000 population.

Also, in the table, only current expenditures for operation, maintenance and leadership are recorded—capital items are omitted. Cities spending more than three dollars per capita for parks and recreation outnumber those spending less than two dollars. The average per capita expenditure was between two and three dollars per capita. Thirty cities spent five dollars or more per capita in 1950.

TOTAL EXPENDITURES

Table I

Population Group	Number of Cities	Average per Capita	Number of Cities with Per Capita Expenditure of: Under $.50	$.50 to $.99	$1.00 to $1.49	$1.50 to $1.99	$2.00 to $2.99	$3.00 to $3.99	$4.00 to $4.99	$5.00 and Over
Under 5,000	17	$6.30	—	1	1	1	4	2	2	6
5,000 - 10,000	41	$3.37	—	3	1	6	14	6	5	6
10,000 - 25,000	92	$2.78	1	6	18	15	23	17	4	8
25,000 - 50,000	84	$2.19	3	9	18	14	24	11	2	3
50,000 - 100,000	78	$2.34	1	5	14	17	24	7	6	4
100,000 - 250,000	55	$2.40	—	3	8	11	17	8	5	—
250,000 and over	36	$2.64	—	—	5	6	16	6	—	3
Totals	403	$2.70	5	27	65	73	122	57	24	30

Table II, which follows, indicates the per capita expenditures for leadership salaries and wages in 373 cities with full-time, year-round leadership. In general, the average per capita expenditure for leadership decreases with the size of the city. The highest per capita expenditure is made in cities under 5,000; the lowest, in cities between 100,000 and 250,000. Cities spending less than fifty cents per capita equal in number those spending between fifty cents and one dollar. A total of sixty-five cities spent more than one dollar per capita for leadership in 1950. The number of these spending in excess of two dollars doubled since 1948.

LEADERSHIP EXPENDITURES

Table II

Population Group	Number of Cities	Average per Capita	Number of Cities with Per Capita Expenditure of: Under $.25	$.25 to $.49	$.50 to $.74	$.75 to $.99	$1.00 to $1.49	$1.50 to $1.99	$2.00 and Over
Under 5,000	13	$1.90	—	1	1	2	4	1	4
5,000 - 10,000	34	$1.09	—	4	9	5	10	3	3
10,000 - 25,000	85	$ .74	4	22	23	22	9	4	1
25,000 - 50,000	83	$ .63	8	27	28	9	7	2	2
50,000 - 100,000	71	$ .55	12	29	13	7	10	—	—
100,000 - 250,000	53	$ .48	13	16	15	5	4	—	—
250,000 and over	34	$ .51	5	14	8	6	1	—	—
Totals	373	$ .68	42	113	97	56	45	10	10

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Comparisons of total recreation and park expenditures in 1950 and in preceding years are not possible because total park expenditures were included in the yearbook for 1950, for the first time. Leadership expenditures, however, have been reported in each yearbook. Table III indicates the marked increase in the per capita expenditure for recreation leadership in every population group between 1946 and 1950. During this period the average per capita figure, for all the cities reporting, increased forty-five per cent during the four year period.

LEADERSHIP EXPENDITURES 1946, 1948, 1950

Table III

Population Group	Average Per Capita Leadership Expenditure for 1946	1948	1950
Under 5,000	$1.12	$1.44	$1.90
5,000 - 10,000	.66	.77	1.09
10,000 - 25,000	.46	.59	.74
25,000 - 50,000	.37	.44	.63
50,000 - 100,000	.35	.48	.55
100,000 - 250,000	.28	.34	.48
250,000 and over	.32	.41	.51
Totals	$ .47	$ .57	$ .68

Arts and Crafts for Recreation at a State University

At Minnesota University the Artcraft Workshop makes an important contribution to the overall program of the Student Union. Not only does it add variety but it broadens the recreational spirit of the whole. The arts of woodworking, metal smithing, weaving, leatherworking, ceramics, graphic arts and photography, carried on under the same roof with the rest of the program of games, entertainments, club work and cultural activity, bring new personalities to Coffman Memorial Union and at the same time open up to all the students a sense of the many-sidedness of college life.

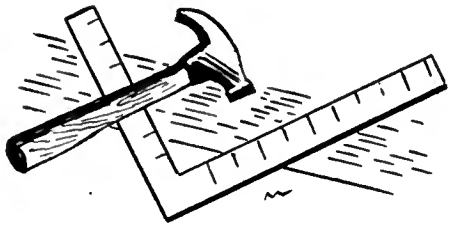
Experience has proved that basic hand tools, of professional quality, should be purchased at the beginning. Then a program of major purchases of power tools should be laid down. As amount of basic equipment has expanded, and as the number of students using it has increased, the more frothy ornamental crafts have disappeared. This fact indicates the really fundamental character of college students' manual arts needs. The more trivial crafts had a natural demise. An example is the discontinuance of picture frame mouldings. Many pictures are framed at the shop, but the students now start with raw lumber. Thus they are brought face to face with a significant design problem.

This policy is being applied systematically wherever it is apparent that the simplicity, expressiveness and character of the work can be bound up with the material itself. It would be easy for a shop of this kind to degenerate into a sort of department store or procurement service. To avoid this, a progressive simplification of the stocks of raw materials has been made to follow a thorough-going plan, in step with the development of shop patterns, shop ways of doing things and a craftsman's instinct in the students themselves.

Experimentation disclosed that the best system of handling tools is to abandon "checking out" and to place them in racks, at the benches where the work is to be done. To accomplish this and maintain a flexible use of space the shop is divided by movable screens. As a result the loss of hand tools has sharply decreased.

General aims of the work can be characterized in terms of the growth of the students' relationships to one another, of their understanding of tools as extensions of their common culture, their relationship to the staff and the university.

The above information submitted by FRANK VERRALL, *Supervisor of Artcraft Workshop, Univ. of Minnesota.*



MAKE IT YOURSELF

ANYONE CAN MAKE A "PAPER SHOW,"

by Taiko Abe

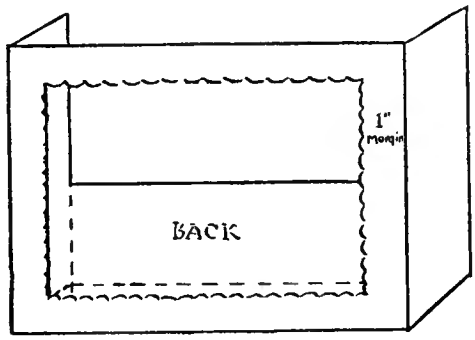
A "Paper Show," like lantern slides, consists of a series of pictures; only these are drawn on paper to illustrate the story to be told. Anyone can enjoy making it, with simple materials, and use it at home, at parties and gatherings, in classrooms and Sunday schools. Actually, its construction can be an excellent group project.

Use either the cover or the bottom of a cardboard box for the frame. The most practical size varies according to the use that is to be made of it. If it is to be shown before a group of more than twenty persons, about twenty by fifteen inches might be appropriate. A smaller one can be used for individual or small group enjoyment.

Cut off the top of one of the longer sides. The frame must be of the right depth to hold the number of paper-slides with a little extra room. If it is too deep, cut off the three sides to the required depth. Attach another piece of cardboard to the back, about half of the height of the box from the bottom, so that the paper-slides will not fall down. If you use the cover of the box, the bottom can be cut into two and pasted to the back.

Leave about a one-inch margin and cut out the center of the surface of the box straight, wavelike, or with whatever design you want. Paste pretty paper on it or paint it with your favorite color. This is your frame.

Draw and paint the illustrations of your story on drawing paper, just the size to fit into the frame. Remember that one inch at all sides will be hidden behind the frame. If the paper is not strong enough to stand straight, paste it on cardboard. Mark the number of the series on the back of the pictures. Put them in order and place them



within the frame. Now your Paper Show is ready.

Set the frame on a high table. If an easel is available, it will work well. Stand behind or at the side of the frame and as you tell your story, pick up one paper-slide each and place it behind the whole series as you go on. The same frame can, of course, be used for different sets of pictures.

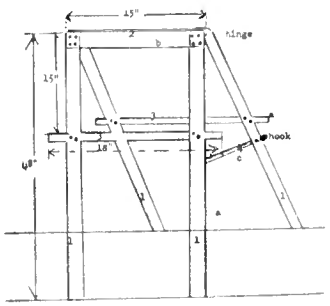
Children of all ages can easily make their own Paper Show. They will not only enjoy the process of making it, but can learn to draw and paint as well as to use their imaginations to create their own stories, or to visualize those they already know. This will also encourage them to tell stories in front of people.

Paper Shows can be given as gifts to children, and often prove more novel and exciting than ordinary story books. Teachers of grade schools, high schools and Sunday schools can use this device in classrooms, for educational purposes; and it will be a highlight of entertainment at children's gatherings of any sort.

PLAN FOR EASELS

This is a clever little device for children's art classes. It was designed by Arthur Tripp of the Brattleboro recreation department for use by little children in the community center, and is of simple construction.

1. Legs
2. Centerblock
3. Cross pieces
4. Lock piece

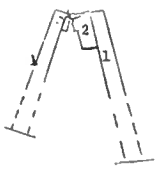


Construction Details

a) Use scrap lumber ¾ inch square, for legs and cross pieces.

b) Hardwood center block, ½ inch by 1½ inch.

c) Lockpiece loose on one leg, fastened to other leg with hook — this holds easel in place for use. Unlock, and easel folds for storage.



Four-foot height suitable for children eight to twelve years of age, seated on chairs. Allow three and one-half feet for bench seating.

Hinge detail

Use one-inch, square strap hinges

Community Programs

Include Servicemen

WEEK-END PACKAGE TOURS

Great success has been experienced with a "package program" for service personnel, by communities as far away as three hundred miles from a military installation. Usually the program involves a combination of sightseeing or a tour including one or two of the following: a dance, party, movie, dinner at a private home, a sports or cultural event.

A responsible group in the community organizes the program for a specified number of men. The event starts on a Friday night or Saturday morning, and ends on Sunday afternoon or evening. The local community arranges for lodging and meals at special rates. Some of the events are free, some are at reduced rates and some at full cost. Frequently, the military services arrange for transportation, but when they cannot do so, an alternate is to secure bus transportation from the community at a special group rate. The entire cost is estimated and a set price is charged for the entire "package." The post commander is informed of the details.

Air Force Particularly Interested

Because many air force installations are located in remote sections of the country, the Office of Community Services of the Air Force is highly in favor of the "package programs." A fine example of the operation of such a project is furnished by the Mountain Home Air Force Base in Idaho and the citizens of Ogden, Utah. Many of the men at the base are Negroes, and Ogden—although three hundred fifty miles away—has approximately thirty-five hundred Negro citizens.

A Negro sergeant in the special services office at the base got in touch with the director of the Wall Street Community Center, a facility of the city parks and recreation department in Ogden. The director of the center discussed the subject with his board of directors, who are leading Negro residents of Ogden. With the cooperation of citizens and the staff of the center, the following services were planned:

a) Overnight hotel and room accommodations at reasonable rates.
b) A Saturday night dinner dance.
c) Junior and senior hostesses.
d) Sunday morning church and social hours.

The Mountain Home Air Force Base staff provided the following:

a) Seventy-two hour passes because of the three-hundred-fifty-mile bus ride.
b) Chartered Greyhound busses, on which the men were given special round-trip rates.
c) Supervisory detail.
d) Ample advance notice to the local committee of the number of men taking the trip.

In reporting on this particular project, the Regional Representative of the Office of Community Services, Howard Beresford, said:

"The success of the project depends upon a good citizen committee and solid neighborhood support. This is particularly helpful in securing hotel and restaurant accommodations. A major complication of the first trip resulted from the arrival of more men than had been planned for, so that some of them had to be accommodated in the ballroom at the center.

"It should be noted that the men expect to pay for round-trip bus fare, hotel accommodations and a reasonable charge for the dinner and dance.

"This type of project is far more practical than those wherein hostesses are transported (an equal distance) to the base for dances. The latter was tried at Mountain Home, but too many difficulties resulted to make it worth a second try.

"Limitations should be placed upon the number taking any one trip, to conform with the resources, number of hostesses and overnight housing accommodations available in the community. The excursion privilege should be rotated among smaller groups of men rather than among too large a number at one time. Good behavior should be one of the requisites for participation in later excursions."

LITTLE TOWNS – BIG TOWNS

Hutchinson, Kansas—One hundred fifty airmen based at a weather station have become a vital part of the community recreation program. The age range of these men runs from about twenty to twenty-four years. They participate in the activities at the city youth center on Friday and Saturday nights, attend the weekly square dances, hold monthly parties at the center with junior hostesses from the nearby hospital training school. They entered a team in the city softball league, are working with the local high school in producing dramatic shows, have entered teams in the local bowling league and the industral basketball league.

Another small group of airmen at a radar base near Waverly, Iowa, spend their off-duty hours in the nearby communities of Waverly, Cedar Falls and Waterloo.

Waverly, Iowa—In this town of about five thousand people, the local high school and college gyms are available to servicemen. They participate in the softball league, attend the local churches and Saturday evening parties at the community center.

Cedar Falls, Iowa—An Armed Forces Committee is headed by the recreation director. Arrangements have been made to work the men into the college activities and to provide them with tickets to the college games. Under the guidance of a committee including the recreation director and the YMCA, an information bureau has been set

up at the "Y". Tickets to movies and other commercial events are provided.

Waterloo, Iowa — An Armed Forces Committee includes representation from the recreation department, the churches, the Chamber of Commerce and the private agencies. Here, also, the YMCA serves as the information center, provides swimming and other free privileges.

Richmond, Virginia—The Chaperon's Group of the Department of Recreation and Parks, was organized a year ago to help provide social recreation opportunities for week-end servicemen visitors. It was formed at the request of the Richmonds Hotels, Incorporated.

A party for servicemen in lounge of Youth Center of Tacoma, Washington. Sponsored by the Tacoma Council of Churches.

All games appeal to servicemen if they are made to feel welcome. Leaders should cooperate with special service officers.

The hotel organization agreed to provide space in the hotels whenever possible, if the recreation department would conduct the dances. The Chaperon's Group, today, numbers some fifteen hundred girls, who are carefully interviewed and selected. A code of ethics for the girls is followed.

The first annual report comments: "The numbers of men returning, week after week, to the dances is most gratifying. Nearly everyone shed tears when the time came—almost a year after the start of the dances—to say goodbye to the Forty-third Division, which was leaving for European duty. The few parties, after the last of the Division sailed, were almost like "old home week"—when the familiar faces of those who did not go overseas appeared at the door. So many expressions of appreciation have come from the men that they cannot be listed."

In the first year of its operation, the Chaperon's Group furnished partners for thirty-eight Saturday night dances, twelve company parties and six additional activities.

Denver, Colorado—The recreation department serves many of the armed forces personnel stationed there through its regular program. A large attendance of servicemen is the usual case at all park band concerts and adult square dances; a considerable number of servicemen appear on the mobile talent program, known as the Show Wagon. The Lowry Field baseball team plays in the department's City League and, in fact, won the State semi-pro championship. A large number of all-military teams are in the softball leagues, in addition to many individuals who play with civilian teams. The department sponsors special programs, including hostesses from all centers for on-post affairs, and all centers concentrate on activities for weekends for military personnel.

Detroit, Michigan — Recently a battalion of anti-aircraft troops on manuevers in the area were invited, by the recreation section of the Employees Services Department of the Ford Motor Company, to use the recreation facilities of the plant. Ray C. Kooi, recreation supervisor, reports: "These men made use of our gymnasium, swimming pool and other facilities. We were happy to extend this courtesy, and the servicemen were glad of the opportunity to make use of the facilities."

Chandler, Arizona—The whole town turned out for a mammoth celebration to express their appreciation of the contribution of the Williams Air Force Base to local growth and prosperity. A highlight of the day was a barbecue for the two thousand servicemen and their families. Softball games, playground programs and popular and square dancing were included in the day's program.

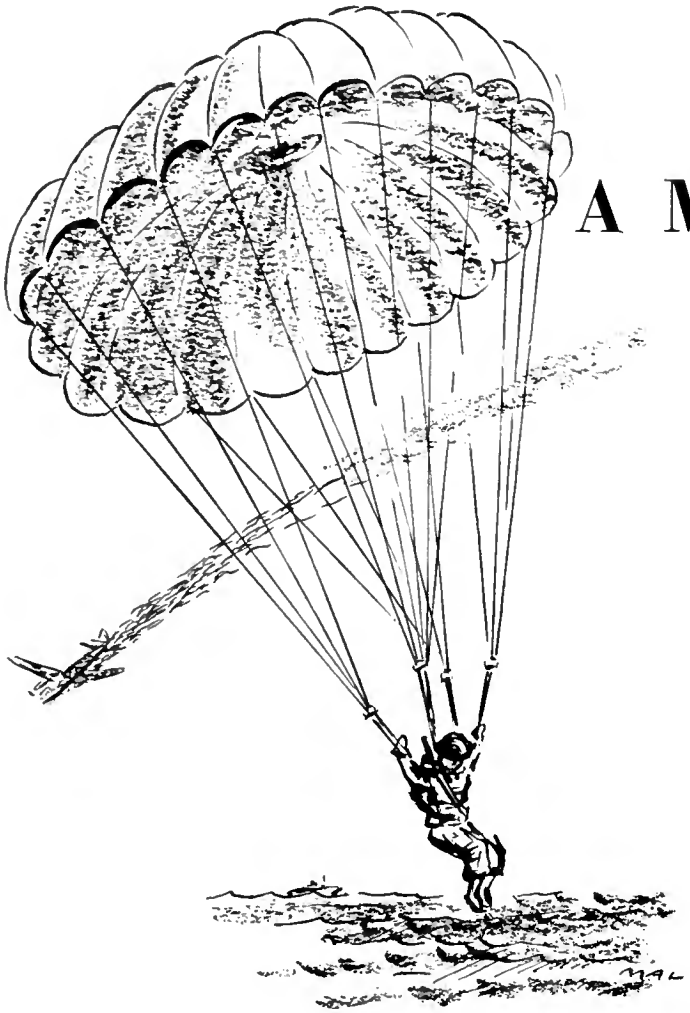
Phoenixville, Pennsylvania — John Magyar, the local recreation executive, spends his spare time as a volunteer on the rehabilitation staff of the Valley Forge Hospital. Famed for its prosthetic appliances and re-education of men using them, Valley Forge makes good use of swimming and pool sports in its rehabilitation program. Mr. Magyar teaches swimming and, as an American Red Cross water safety instructor, trained all of the senior life savers at the hospital. His particular specialty is working with problem cases despondent because they feel that they cannot swim and engage in other sports. Although he, himself, has lost an arm, Mr. Magyar teaches and demonstrates the crawl stroke.

Metuchen, New Jersey — At nearby Camp Kilmer armed services personnel and their dependents are beginning to know this city well. Through the cooperation of the Metuchen recreation department, Santa Claus arrived on the post, via helicopter last Christmas, to visit the hundreds of children of the camp personnel.

A conference of the Camp Kilmer special service officer with the recreation executives from *Plainfield, Linden, Elizabeth, Rahway, Perth Amboy, New Brunswick* and *Metuchen*, arranged by J. W. Faust, NRA District Representative, and Anthony Serge, Metuchen's recreation superintendent, was held to work out detailed plans for camp-community cooperation.

Paul Nelson

A MATTER OF LIFE *or Death*



IT WAS ABOUT THE TIME of the final Rundstedt drive in Belgium that I began to realize the importance of the program taking place almost daily in our municipal swimming pool in Santa Maria, California. Here we were holding classes for army air cadets, parachute release lessons over water for army flyers and training troops from one of the large, nearby camps.

A telephone call from a colonel made me see that it was a matter of life or death for many of these people. "I have some valuable personnel in my outfit whom I can't afford to lose, and I find they can't swim. What can you do in the way of helping them?"

That afternoon a group of men and women officers from the medical corps appeared for instruction. It is hoped the lessons given them during that short period were of some benefit.

For my own information, I had run a survey on troops who came in for instruction, as to why they hadn't learned to swim before entering the army. Their replies were typical "Ma kept me out 'cause I'd catch cold," "Was obliged to go out for other sports in school," "No place to swim," "Afraid of water," and so on.

Meanwhile the war ended and when casualties were counted, fifty-five per cent of our fatalities during naval and amphibious operations were the result of drownings. If that figure isn't rough enough for you, add a cool seven thousand civilians who drown annually. Shocking, isn't it?

Have you ever talked with some of the boys who returned to tell of seeing their buddies drown in a hole while wading ashore on a beach head . . . of trying to stay afloat . . . of others able to swim only a few strokes? Do you know that they gave our men swimming lessons in hostile territory, with armed lookouts posted about to ward off enemy snipers?

Did we learn from experience? Well, here we are in another conflict. Again we see troops arriving in truck loads at the plunge . . . non-swimmers mostly, some who can paddle a little . . . youngsters in great part, fresh out of school.

Reasonable Safety in the Water

Suppose we break down this swimming into what constitutes reasonable safety. Just being able to swim a short distance is not enough. Have you ever thought what happens after you swim that 'short distance' with open water about? Your strength is spent, you are tired and worried. Now what do you do? It's a question that has come into more than one panicky head before it slipped under water.

There are many organizations giving instruction in swimming, principally the American Red Cross which has exerted itself to the utmost in an attempt to make the public conscious of the importance of water safety. However, with all their effort, it is not enough.

While attending a state of California recreation conference in San Diego, I participated in a panel on aquatics. Together with other water dogs, we were concerned about the new conflict, and knowing the history of losses during the last year, we needed no warning to realize the seriousness of the situation.

The best time to start swimming instruction is when the youngster is about nine years of age. But when the student enters high school, an intensified water safety program should be taught by instructors chosen with the same care as the school board uses in hiring the best in football brains.

Not Enough Expert Instruction

Many schools have pools, swimming instructors, too, and excellent programs, but I'm certain that in the majority

Author NELSON, *having been life guard, member Los Angeles Athletic club swimming team, has written feature aquatic articles, and is director recreation, Santa Maria.*

of cases, if checked by an expert, one would find them woefully lacking. In fact, the class work would usually boil down to an "activity" period.

You can't always blame the head coach. He or his assistants, as a rule, have "taken swimming" at college, but actually they are about as qualified to teach aquatics as the swim coach is qualified to teach top football. After all, his job depends on a winning football, basketball, baseball or track team and the busy alumni see that he stays on the beam.

Swimming does not come naturally to anyone. It is something all of us must learn. And what a relief it would be to the army and navy to know that their personnel were trained to take care of themselves before joining! It costs a mint of money to train a service man in the ways of war, but to stop this and give him a swimming lesson...

With millions of dollars being spent for education, it is my fond hope that educators throughout the nation will recognize the importance of water safety, that complacency and manana will be set aside and that physical education departments will recognize its true value. Large biceps are of little use if they can't support the bearer in emergency.

Pool During War

Beginning March 23, 1942 and continuing to VJ Day, a total of 16,183 military personnel used our municipal plunge facilities. A large part of the participants were required to try to learn in a few days, or weeks at the most, various methods of water safety. At that time, these troops realized that within a few weeks they would have to ship out, and it was naturally of great concern to their superiors as well as themselves that they master something of the art of keeping afloat.

Various Methods of Training

In addition to the usual swimming tests, students from the air corps were taught parachute release and fall. The student was hoisted by means of a pulley attached to plunge rafters. At a specified height a trip cord caused him to fall. After entry into the water he rid himself of chute harness, inflated his life jacket, shook out his rubber boat, inflated it and paddled to the end of the pool to complete this one phase of training.

An army instructor's course in newest water drills was given, requiring swimming complete with G.I. clothing and including life saving and water safety, abandoning ship, avoiding strafing from air while in water, carrying wounded, underwater swimming to avoid burning oil, boat drills with rubber rafts, jumping from balcony with inflated Mae Wests.

Recreational Swimming

Swimming for recreation was part of the training program. A competitive team from the air field was formed and following a training period entered competition, eventually winning first place in the 4th Air Command swimming and diving championship meet.

"For fun" swimming included individual and relay races, games, diving and water polo.

Some afternoons, patients from the convalescent wards were brought to the pool for swimming and relaxation.

Usual Program Not Neglected

Sandwiched in between all this activity were high school and grade classes, Red Cross campaigns, Boy Scouts, Camp Fire and Rainbow girls, and the general public.

Needless to say, it was a most strenuous time and more than taxed our facilities. At the same time I feel that the city, through this department, contributed greatly to the war effort.

Data on Swimming Pools

The Market . . .

There are about 11,000 swimming pools in the U. S. in active use, ranging in size from 40,000 to 50,000 gallons. They are divided 60% indoor, 40% outdoor.

Classification by Use and Ownership:

Private estate	2,500 small pools
Commercial; operated for profit	800 largest pools
YMCA, Schools, Hotels, etc.	2,500 small and medium
Municipal, county and state	4,000 medium and large
County and City club	1,200 medium

Classification by Size:

A. Up to 150,000 gallons capacity	3,200
B. 150,000 to 400,000 gallons capacity	5,000
C. 400,000 and 5,000,000 gallons capacity	3,000
Approximately	11,200

**Beach and Pool* Data Sheet 51.

The Demand for Swimming Pools:

The eleven thousand or more modern pools in operation in America meet only a fraction of the aquatic needs in this country. In this group is represented: municipal and county pools; YM and YWCA; summer camps: hotel: private estate; country club; tourist camp; dude ranch; college; high and private school; amusement park; airport; hospital; community buildings; boys' club; war memorial; and other types.

Hundreds of new pool projects are being promoted and being put on drawing boards now for construction as soon as restrictions are lifted.

Villages of less than 1,000 population are planning to build modern swimming pools, for the armed services made about ten million new swimmers who now look upon this exercise as their best recreation.

A Case for the Recreation Board*

George Butler

FORTY-FIVE YEARS of experience have demonstrated to the National Recreation Association that in general the leisure-time interests of people are best served in localities where the recreation department is placed under the administration of a board of public spirited citizens. The type of board I am speaking of is one that is appointed by the local governing authority (mayor or council) and submits its budget request like other city departments. However, it has full responsibility for the expenditure of the funds when appropriated and for the administration of the department, subject to regulations affecting such functions as purchasing, personnel, and fiscal accounting and applying to all departments. I am not speaking of boards that are self-perpetuating or the appointments to which are not controlled by the city authorities, nor of boards with so-called independent jurisdiction and protected budgets. The recreation board of which I speak and which is most common is subject to control from city hall, by reason of its appointing and appropriating powers.

In spite of the opposition to recreation boards by certain influential groups, the number of cities that have created recreation departments with boards has increased rapidly in recent years. Recreation boards outnumbered departments without boards by more than nine to one according to the Recreation and Park Yearbook for 1950. These figures do not include the departments with advisory boards which may be considered as a form of compromise and which were three times as numerous as the departments with no board. The figures afford striking evidence as to the value which city governing authorities attach to the board as an agency for the administration of local recreation, for almost without exception these boards are created by action of the mayor and council and can likewise be abolished by them at will.

Studies conducted by the association some years ago afford statistical support to the observations that by and large, cities with recreation boards have developed more adequate programs, facilities, and services than cities without them and that in times of retrenchment recreation has fared better in cities with recreation boards. One showed that during a ten-year period, the greatest progress in local recreation service, with respect to number of leaders, playgrounds, buildings, and centers was made in cities where recreation was administered by a board. A second revealed that during the early depression years local recreation service, as measured by five major factors, was most fully maintained in cities with boards.

Why should boards affect the quality of recreation service? And how can recreation authorities justify their contention that a board be established? We all agree that citizen interest and participation in government are desirable but it is not enough to suggest that membership on a recreation board affords an excellent medium for citizen participation. We must demonstrate the peculiar relationship of the citizen to the recreation department and the resulting need for a board. One of the speakers at this conference has asserted that recreation is no different than fire, sewer, water or any other type of municipal service. I submit that in at least one esential respect recreation, with the possible exception of the library, is unique among the services of local government. Participation in its program and use of its facilities are matters of free choice, as far as the individual citizen is concerned, and are absolutely dependent upon his attitude toward them. He is subject to the regulations of the police or health department; he must accept the service of the fire department in an emergency, and he uses the sewer, water and other services because he has no alternative. Not so with recreation, for unless the offerings of the recreation department appeal to him, he simply ignores them. Unless he respects the quality of the leaders on the playground in his neighborhood he does not permit his children to attend. Unless he is convinced that he will gain satisfaction and enjoyment from joining with his neighbors in a hobby group, a chorus, bowling league, dance group or some other part of the recreation program, he fails to take advantage of the opportunities afforded by the department. He seeks other recreation offerings, be they good, bad or indifferent. Yet there is abundant testimony that it is tremendously important to both the individual and the community that he should spend his leisure time in a constructive manner.

The very nature of the recreation program is another reason for boards. It is not formalized or stereotyped—it differs from city to city and in the same city from year to year, from season to season and from neighborhood to neighborhood. The recreation de-

*Prepared by Mr. Butler for use in a panel discussion at the recent annual meeting of the National Municipal League in Cincinnati.

partment must know the city and its people, be familiar with past experiments in furnishing recreation services in the locality, and develop a program based upon a knowledge of local interests, habits, desires, traditions, and needs. It must then make its program and services known to all the people. Certainly it is part of the job of the recreation executive to accomplish these things, but he cannot do so alone. This is especially true in the smaller cities.

It is well to keep in mind the fact that, in a large percentage of cities, the recreation executive is the only full-time department employee. In setting up a new department it would take him months to acquire by himself the information he could secure from a well chosen board, and its guidance would help immeasurably in launching a sound program related to the local situation. In succeeding another executive, likewise, he needs the background and advice of citizens familiar with the community and its needs. The record contains repeated examples of recreation executives, who—working independently—have ruined the program and its chance of success by getting off on the wrong foot. In this field, where relationships with community groups are many and continuous, and where the collective judgment of a carefully-selected group is likely to be wiser than the decision of a single executive, diverse public interests must often be reconciled. It is unreasonable to believe that the mayor and council and the city manager, preoccupied as they are with problems relating to city finance, public works and the operation of the big departments, can give the time and attention needed for the consideration and determination of sound recreation policies and procedures.

The recreation board, too, affords the machinery for effecting cooperation and coordination between the city government and the local school authorities, which are usually separate political entities. Provision of a public recreation program in most cities involves the use of school properties. By giving the school board representation on the recreation board, unification of services is more readily achieved. In view of the rapid expansion in the planning and use of schools for community recreation, the value of the recreation board as a medium for cooperative action in planning facilities, programs and operating policies cannot be overlooked.

The preceding statements have made it clear that the continuity in policy making and administration afforded by boards with overlapping terms for their members is of the utmost importance to the recreation department. Boards also provide a check on the zeal of the recreation executive or a stimulus to his complacency.

I suggest that attention be given the words of a man who is widely known and respected by all, Mr. Thomas H. Reed,* and "tolerate a board or two." A recreation board may not conform to your own basic pattern for local government but it is likely to yield benefits which will compensate you richly for creating it.

*Mr. Reed is a recognized authority on government, and author of "Municipal Management," published by McGraw-Hill Book Company, New York, 1941. $4.00.

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RECREATION TRAINING LEADERSHIP PROGRAMS—1952

The difficulty of securing adequate and accurate information on training institutes was explained in an earlier publication. The following information is published as reported to us. Individuals interested in these training opportunities should secure more detailed information and verify the dates and locations with the appropriate local officials. List will be continued in April or May RECREATION.

Date	*Locotion*	*For Further Information*
March 12-19	Southeastern Methodist Recreation Workshop, Leesburg, Florida	Miss Willie Frances Colcman, Box 182, Tupelo, Mississippi
April (end) (tentative)	Kentucky Recreation Workshop, (exact place not yet set)	Mrs. A. W. Keene, Chairman, 1001 Ashland Avenue, Louisville, Kentucky
March 20-22	Mid-Continent Training Institute, University of Minnesota, Minneapolis, Minnesota	Felix K. Dhainin, 325 City Hall, Minneapolis
April 24-30	South Central Methodist Recreation Workshop, Turner Falls, Oklahoma	Reverend William Cole, 1300 Austin Avenue, Waco, Texas
April 28-May 2	Kansas State Recreation Workshop, Hutchinson, Kansas	Miss Irene Rogers, County Extension Office, Junction City, Kansas
April 30-May 7	Southwestern Recreation Leaders Laboratory, El Mirador Ranch, Alcalde, New Mexico	Miss Travis Hughs, State College, New Mexico; Billye Sue Abercrombie, 1406 West Tilden, Roswell, New Mexico
May—first or second weekend	Minnesota Recreation Institute	H. Robert Giles, Cooke Hall, University of Minnesota, Minneapolis 14
May 5-10	Illinois Leisurecraft and Counseling Camp, Monticello	Hugh Wetzel, Secretary, 414 Mumford Hall, Urbana, Illinois
May (early)	Northwest Recreation Laboratory, St. Joe, Idaho	Don Clayton, State College, Brookings, South Dakota
May	Kentucky Recreation Workshop	Kirby Stoll, Recreation Department, Louisville, Kentucky
May 7-10	National Folk Festival, St. Louis, Missouri	Sara Gertrude Knott, 5833 Enright, St. Louis
May 12-17	Hoosier Recreation Workshop, Merom, Indiana	F. L. McReynolds, Associate in Rural Youth, Lafayette, Indiana
May 17	Cooperative Recreation Workshop, University Settlement, New York	John Trostle, 340 Cherry Street, New York City
May 14-21	Chatcolab, Northwestern Recreation Leaders Laboratory, Plummer, Idaho	Mrs. Louise K. Richardson, Corvallis, Montana
May 18-24	Wisconsin Recreation Leaders Laboratories, Wausau, Wisconsin	Bruce W. Cartter, 314 Agriculture Hall, College of Agriculture, Madison 6
May 23-25	Choral Camp, Oglebay Park, Wheeling, West Virginia	Mrs. Elizabeth S. Faris, Oglebay Institute, Wheeling
May 23-29	Missouri Recreation Workshop, Lake of the Ozarks State Park, C-2 Camp	Robert L. Black, Division Resources and Development, State Office Building, Jefferson City, Missouri
May 28-June 5	Folk Dance Camp, Oglebay Park, Wheeling, West Virginia	Oglebay Institute, Wheeling, West Virginia Mrs. Elizabeth S. Faris
June 2-7	Recreation Workshop (Presbyterian cooperating), Bynden Wood, Pennsylvania	Bill Beatty, Post Office Box 44, New Kensington, Pennsylvania
May 28-June 18	Michael Herman Folk Dance Camp, Bridgeton, Maine	Alice Dudley, Bryant Pond, Maine
June 9-July 4	Scarritt College Workshop for Camp Leaders, Nashville	Miss Mattie Sue Howell, Scarritt College, Nashville, Tennessee
June 4-19	Camping Administration, Indiana University	Reynold E. Carlson, Department of Recreation, Indiana University, Bloomington, Indiana
June 8-21 (tentative)	Fernglen Nature Workshop, Antrim, New Hampshire	Willard F. Turner, Fernglen, Antrim, New Hampshire
June 15-21	New England Recreation Laboratory Newport, Rhode Island	Kenneth L. Cober, 144 Westminster Street, Providence 3
June 18-August 9	Folk Dance Leadership in the School and Community, University of Kentucky	Miss Lovaine Lewis, Women's Physical Education Department, University of Kentucky, Lexington, Kentucky
June 22-July 3	National School for Group Organization and Recreation, Plymouth, Wisconsin	Alfred S. Reindl, 5070 North Second Street, Milwaukee 9, Wisconsin
June 25 (tentative)	Playground Leader Training Institute, White Plains, New York	Miss Vivian Wills, Westchester Recreation Commission, Room 242, County Office Building, White Plains
June 27-August 27	Summer Training Program, Use of Social Work in Camp Setting, Algonquin, Illinois	Marietta Stevenson, Director School of Social Work, University of Illinois, Urbana
June (late)	John C. Campbell Folk School "Short Course," Brasstown	John C. Campbell Folk School, Brasstown, North Carolina
June, July August (third week each)	Lloyd Shaw's Square Dance Courses, Colorado Springs, Colorado	Dr. Lloyd Shaw, Colorado Springs, Colorado
June 30-July 12	Rocky Mountain Folk Dance Camp	Paul J. Kermiet, Lighted Lantern Lodge, Route 3, Golden, Colorado

(Continued on next page)

Date	*Location*	*For Further Information*
July 20-26	Danebod Recreation Institute, Tyler, Minnesota	Reverend Enok Mortensen, Tyler, Minnesota
July 21-28, July 29-August 2	Folk Dance Camp, Stockton, California	Lawton D. Harris, College of the Pacific, Stockton, California
July 24-August 26	Recreation Leadership Workshop, Boulder, Colorado	Clifford Houston, Director Summer Session, University of Colorado, Boulder, Colorado
July 26-August 2	Green Lake Recreation Leaders Laboratory, Wisconsin	Howard Irish, 4677 Oregon Avenue, Detroit 4, Michigan; or Eber W. Bowles, Box 1056, Huntington 13, West Virginia

For the list of training courses conducted by NRA staff, see inside back cover.

For BOWLING *Enthusiasts*

THERE'S no question about it—bowling has taken the country by storm! It's the Number One Indoor Sport on Sunset Boulevard and Park Avenue, in Centreville, and in points in-between. Church and school groups, scout troops, office workers, old and young folks alike, are sending their bowling balls down the thousands of shining alleys throughout the land. On the distaff side, many a bridge table has been forsaken for the maple way. Bowling is the ideal playroute to a slim figure, according to authorities. That fact may lure the over-corpulent into the alleys, but their red-hot enthusiasm in itself holds them after the first game.

Here's a suggestion for you, the next time you want to entertain your bowling team. Plan the party for a day when the players have the afternoon off, if possible. Serve a cold-cut, rye bread and hot coffee meal, early. Play the quiz game suggested below, and then go on to the alleys for your bowling jamboree. Or plan the affair for a night when you aren't going to bowl at all. Have a leisurely meal and a game, and revel—as all bowlers do—in talking about your favorite indoor sport. Sometimes it's fun to have a get-together after a bowling match, too. So adapt the suggestions offered here to your particular group and community.

If you serve the simple meal buffet style, center the table with a bowling pin setup . . . . If you seat the guests at the table, use some of the clever bowling place cards that are obtainable, with places for league, team, and individual names. If your bowling party, like many others, is planned as a going-away affair for some member, the guest of honor can be presented with any number of suitable gifts. For men, there are tie-chains and clips, pocketknives, key-chains, or cigarette lighters—all bearing bowling insignia designs. For women: compacts, bracelet charms, or pins, suitably embossed with bowling figures. . . . Trophies and plaques, though attractive, aren't very practical because they may be used only as mementos and decorations.

Balloons that blow up to the size of bowling balls, and are decorated with an action-bowling scene, come in assorted colors. They can be selected to harmonize with any color scheme, and when tied to chairbacks, or to the centerpiece, create a gay and festive atmosphere.

Here is a good guessing game to play after eating. Supply the players with papers upon which they are to give one-word answers. The bowlers should know them quickly, since all the terms are familiar ones. Set a reasonably short time limit, and give a prize to the player who gets the most correct answers in the shortest time.

Question	*Ans.*
1. Used for fastening	pin
2. Important on a motor trip	spare
3. Place upon which no one likes to be put	spot
4. Favorite pie of many people	cherry
5. Offensive to the senses	foul
6. Found on women's clothing	hook
7. Kind of house	frame
8. Duplicate of anything	double
9. City of churches in New York State	Brooklyn
10. Forest	wood

If there should be any servicemen in your neighborhood, draw them into local bowling parties and tournaments.

11. Kind of pea soup	split
12. Concentrated agitation for more pay	strike
13. Kind of dance	tap
14. Choice marble	alley
15. Prizefighter's best weapon	blow
16. German coin	mark
17. Popular at Thanksgiving	turkey
18. Found in some fruits	pit
19. Measure of distance	league
20. Important part of clothing	pocket

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Recreation MARKET NEWS

Plastics and related materials seem to have an inexhaustible number of variations for handcraft uses. Here are two we've heard about recently.

Celastic

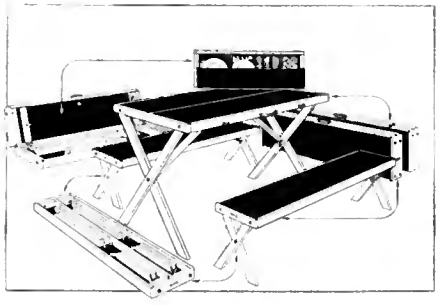
Celastic is a tough cotton fabric impregnated with a colloidal plastic. When dipped into Celastic Softener, it becomes easily worked and can be draped, moulded or shaped by hand. It dries hard as stone, and can be drilled, cut, sanded or painted. Because of its pliability before hardening, Celastic can be used for a great variety of purposes. It is weatherproof and can be used for both indoor and outdoor displays in place of the old papier mache. It won't break, and models can be shipped without elaborate packing. It lends itself to so many uses, in the theatre, for the costumer, for handcrafts, for commercial and hobby needs, that it takes a catalog to describe them all. For full information write to Ben Walters Incorporated, 125 West 26th Street, New York 1.

Plastic Relievo Colors

This is a selfsetting plastic paint for decorating with needle cone or brush on fabrics, pottery, toleware, wood, paper, glass, metal, canvas and similar surfaces. Manufactured by CVH Laboratories Company, Irvington 11, New Jersey, this plastic paint can be used by novice or expert. For a small charge the company will send you their instruction booklet on "How to Paint," or their pattern catalog containing hundreds of designs.

"Trav-L-Pal"

Compact and lightweight, "Trav-L-Pal," a set of folding table and benches with numerous indoor and outdoor uses, now is being marketed through furniture, hardware and department stores. The table, seating four, holds a removable tray with place settings for four. The two benches, folded together into a carrying unit, weigh sixteen pounds; the table weighs nineteen pounds. Deluxe models of tables and benches are covered with Masonite Leatherwood, painted either red Morocco or aqua Morocco. Standard units are covered with Masonite tempered hardboard. For detailed information write to The Tawas Furniture Company, Tawas City, Michigan.



Baseball

The 1951 Edition of BASEBALL COACHING AIDS, both the Coach's Kit and Notebook for $3.75, gives inside dope on each team position. It helps the coach as well as the players, and saves time for both. College bookstores are allowed a reduced price for orders of ten or more sets. Send for circular or order directly from H. S. De Groat, Department C, Newtown, Connecticut. (Add fifteen cents postage to each order.)

Screen for Daytime Projection

A new classroom projection screen which permits movie and slide projection in lighted rooms has been developed by the Radiant Manufacturing Corporation, 2627 West Roosevelt Road, Chicago 8, Illinois. With this screen, blinds and windows may be left open and normal ventilation retained at all times. The "classroom" screen is equipped with doors which protect the surface and permit easy, safe storing. Total weight is less than twenty-two pounds. Viewing surface is forty inches by forty inches. A seven pound steel stand is made to fit the screen. The Radiant "classroom" screen sells for $39.75. The "classroom" screen stand is $12.50. (Prices slightly higher on the west coast.)

Portable Generators

Floodlighting of playing fields or in camp situations may be a problem you are facing. Wincharger Corporation, Sioux City, Iowa, announces the development of new portable gas-engine driven electric generators, Model 1800, in three general ratings—1000, 1250 and 1350 watts at 115-volts, 60-cycles, A. C. The unit is equipped with a universal mounting base which permits mounting any one of several popular makes of engines. Free literature is available from the manufacturer on request.

Photography Aid

The Tiffen Manufacturing Corporation, 71 Beekman Street, New York 38, New York is offering a new SELECT-A-FILTER SAFE, constructed of durable transparent plastic with a newly perfected snap closure and a molded strap loop so that it may be easily attached to camera case or bag. In two sizes, the SELECT-A-FILTER SAFE holds six filters, lens shade and adapter ring. Each filter is held firmly in place by tension springs, and separated from the next filter by molded grooves. The push button device automatically resets itself, operating on a direct thrust at the touch of a finger, raising the filter above the others for easy removal. Prices are $2.50 and $2.75, available at your photo store.

can perform little hints to help him. For example, they can pretend to pull the window shade or use similar movements to add to the hilarity and spirit of the game.

Daisy, Daisy

Tune: "Bicycle Built for Two."
Formation: Double circle of couples, partners holding inside hands, facing counterclockwise.
Action: 1. Walk forward eight steps, two to a measure, swinging joined hands and singing. ("Daisy, Daisy . . . answer, do.")

2. Drop hands, turn about, join hands again, and swing along in the other direction for eight steps. ("I'm half-crazy . . .")

3. Clap own hands, slap partner's right hand with right, own hands again, slap partner's left hand with left hand. (" . . . stylish marriage.")

4. Fold arms on chest, swing them gently from side to side as if rocking a cradle. (" . . . can't afford.")

5. Each man takes partner's right hand in his right and they walk around each other. ("But you'll look sweet, upon the seat . . .")

6. Each man moves to the next girl ahead of him in the circle. ("On a bicycle built for two.") Repeat all with her. Play as long as desired.

According to the Moonlight

Action: Partners find each other by matching stars to complete song titles about moonlight, moon or stars. Girls receive stars—or yellow moons—containing the first portion of "moon song" titles and men have the last part of the titles. Some possibilities are:

Shine On	Harvest Moon
In the Chapel	in the Moonlight
Moon Over	Miami
According	to the Moonlight
Blue	Moon
East of the Sun	and West of the Moon
If the Moon	Turned Green
I Wished	on the Moon
Moon	Glow
Sweet Moon	Song
Moonlight	and Roses
Orchids	in the Moonlight
Stars Fell	On Alabama
If You Wish	Upon a Star

(Fold Back)

Recipes for Fun

Musical Mixers

I Want to Be Friendly

Tune: "The Old Grey Mare."
Formation: Double line formation, facing front of hall, with lady on gentleman's right. Players sing the following words and do the appropriate action as they walk around the hall.

"I don't want to *march* with the infantry, *ride* with the calvary, *shoot* with the artillery.

"I don't want to *fly* over the enemy, for I want to be *friendly*.

"For I want to be *friendly*, for I want to be *friendly*."

(Repeat from the beginning and end with the second stanza.)

Action: This may be done in grand march formation or as a relaxer for a seated group. When used as a relaxer, have the group stand and do the following actions in place:

1. March—walk in place.
2. Ride—imitate riding a horse.
3. Fly—wave arms out in front or to the sides.
4. Shoot—imitate shooting a gun by using hands and arms.
5. Friendly—shake hands with neighbors.

Polly-Wolly-Doodle

Tune: "Polly-Wolly-Doodle."
Formation: Double circle, boys on the inside, facing partners, both hands joined shoulder height, arms raised sideways.
Action: 1-2 "Oh, I went down South to see my Sal,"
Four slide, close steps, clockwise.
3-4 "Sing Polly-Wolly-Doodle all the day,"
Five light stamps, turning once around, starting with hands on hips, outside foot.
5-6 "My Sally am a spunky gal."
Four slide, close steps back to place.
7-8 "Sing Polly-Wolly-Doodle all the day,"

Five light stamps, turning once around, starting with outside foot, hands on hips.

9-10 "Fare thee well. Fare thee well."
Make one bow (low) to partner, hands on hips.

11-12 "Fare thee well, my fairy fay."
Beginning with right foot and facing to the right, take four steps away from partner. During this movement, the inside partner should be walking clockwise around the circle, while outside partner walks counterclockwise.

13-14 "For I'm going to Louisiana, for to see my Susyanna",
Face about, turning toward other line and take four steps back to partner.

15-16 "Sing Polly-Wolly-Doodle all the day."
Join right hands and turn partner twice with eight steps. (These may either be walking or skipping steps.) Repeat this dance as often as desired.

Variation: Have partners pass each other on return home on measures 13-14 and turn to the new person, who was on their left.

Skip to My Lou

Tune: "Skip to My Lou."

Words: 1. Flies in the buttermilk, shoo, fly, shoo,
Flies in the buttermilk, shoo, fly, shoo,
Flies in the buttermilk, shoo, fly, shoo,
Skip to my Lou, my darling.
Skip, skip, skip, to my Lou,
Skip, skip, skip, to my Lou,
Skip, skip, skip, to my Lou,
Skip to my Lou, my darling.

2. Little red wagon, painted blue . . .
3. Needle in the haystack, two by two . . .
4. Pickles are sour and so are you . . .
5. Dad's old hat got tore in two . . .
6. My girl wears a number nine shoe . . .
7. Purty as a red-bird, purtier too . . .
8. Sugar is sweet and so are you . . .
9. Can't get a red-bird, a blue bird will do . . .

Formation: A single circle of partners, with one person in the center.

Action: All sing and clap in rhythm to a verse started by the player in the center, who steals someone's partner and skips entirely around the circle back to her place. Player left without a partner immediately follows another and so on, through the group. The skating position is usually taken by the couple skipping around, with right hands joined, crossed by joined left hands.

(Fold Along This Line)

Jennie Crack Corn

Tune: "Jennie Crack Corn."

Words: 1. Jennie crack corn and I don't care,
Jennie crack corn and I don't care,
Jennie crack corn and I don't care,
For Massa's gone away.

2. Right hand up and I don't care . . .
3. Left hand up and I don't care . . .
4. Both hands up and I don't care . . .
5. Roll in boys and I don't care . . .
6. Make an arch and I don't care . . .

Action: 1. Girl of the head couple and boy of the foot couple skip diagonally to the center, bow and step backward to place. This is repeated by head boy and foot girl.

2. Head girl and foot boy join right hands in the center, turn in place and retire. Foot girl and head boy do the same.

3. Meet and turn with the left hand.

4. Meet and turn with both hands.

5. Partners step together and join hands in skating position, girl on boy's right. Head couple turns sharply back to the left, skips to the foot and comes back to original places.

6. All form an arch by joining hands, held high, and head couple skips through the arch to the foot. Repeat with new head couple until all have had a chance at the head.

Magic Music

Action: In this game, one player leaves the room while the others decide upon some simple task or activity for the player to do upon his return. Perhaps the task is for him to pull a window shade. The idea is that he's not told what his task is, but has to guess it.

The group sings or hums a song and claps its hands as the player comes closer to the object he has to use. Then, as he approaches the object (the window in this case), the singing and clapping get louder. As he goes away from it, the singing becomes softer.

If the player who is "It" has difficulty in guessing, other players

Items of Note

National Music Week

The *Letter of Suggestions* which the National Music Week Committee sends each year to the local chairmen and workers is just off the press and is available. You may obtain your copy by writing to National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10. Enclose a three-cent stamp to cover postage. Extra copies for redistribution will be supplied without charge.

National Music Week this year falls on May 4-11, beginning as is the custom on the first Sunday in May. Keynote is *MAKE YOUR LIFE MORE MUSICAL.*

Hospital Recreation

A course for leaders in hospital recreation is being given the second term of this year at New York University. This course is designed to be equally valuable for volunteer and professional recreation leaders in hospitals. The work is divided into two parts — "Methods and Materials in Hospital Recreation" and "Observation and Participation in Hospital Recreation."

Recreation Degree

The University of Western Ontario is offering the first and only Honors B.A. course in recreation in Canada.

" . . . In Ontario a student completes one post graduate year in high school prior to university entrance. This is known as grade thirteen and is about the same as first year university work in the States. A student may then take a three year liberal arts course in a particular field. It is assumed that students electing honors options have the capacity for superior work. It gives us the greatest satisfaction, therefore, that this university has seen fit to grant honors status to Recreation as well as to Physical and Health Education. This means that, in the five year program above grade twelve, we are able to ensure that the individual receives a broad liberal arts and science background prior to intense specialization in professional recreation courses."*

*Excerpt from letter by EARLE F. ZEIGLER, *Professor and Head of department.*

Need for Personnel

"Recreation, A New Profession in a Changing World," the special defense publication of the National Recreation Association, points out the need for a continuous, systematic recruiting program to provide experienced, trained recreation workers for the many public and private agencies servicing the armed forces and the national defense effort. The objectives of recreation leadership are outlined. Agencies employing personnel and types of positions open are described. Standards of preparation and suggestions for students are included.

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Alfred Elliott
Recreation Director
Greenwood, Mississippi

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Tennis Permits

From Leonard J. Melish, Superintendent, Board of Recreation, Town Hall, Fairfield, Connecticut comes the explanation of how Fairfield solved their problem of issuing tennis permits without causing players to travel all the way across town to the recreation office. Proprietors of barber shops, candy stores, sporting goods stores, were "deputized" to issue permits for nearby courts. It simplified the problem for everyone and even helped business for the merchants.

Ceiling Projector

The Montclair, New Jersey library —through the gift of a ceiling projector from the Lions Club—has found one answer to reading for the bedridden. The projector throws films of books, a page at a time, on the ceiling above a patient's head. About sixty adult and juvenile films are available to anyone unable to use an ordinary book.

Referee's Kit

To forestall the minor crises which arise during tournaments, Joseph E. Curtis of Brooklyn suggests the following kit as standard umpires' equipment: (1) U. S. Army .50 caliber machine gun ammunition case, twelve by six by four inches, to hold contents of the kit; (2) two regulation baseballs or softballs, to be used if needed; (3) four sharpened pencils, small pencil sharpener; (4) official baseball and softball rulebooks; (5) iodine; (6) package of bandaids; (7) official score sheets; (8) stamped envelopes, addressed to recreation agency, for mailing in score sheets after game; (9) official umpire's hand indicator, for balls, strikes and outs. Cost, excluding indicator and balls, 85c.

What does "SCHOOL CAMPING" mean to you?

Here is a full, up-to-date explanation of the philosophy behind the rapidly growing movement for school-sponsored, year-round, co-educational camps, at both elementary and high school levels.

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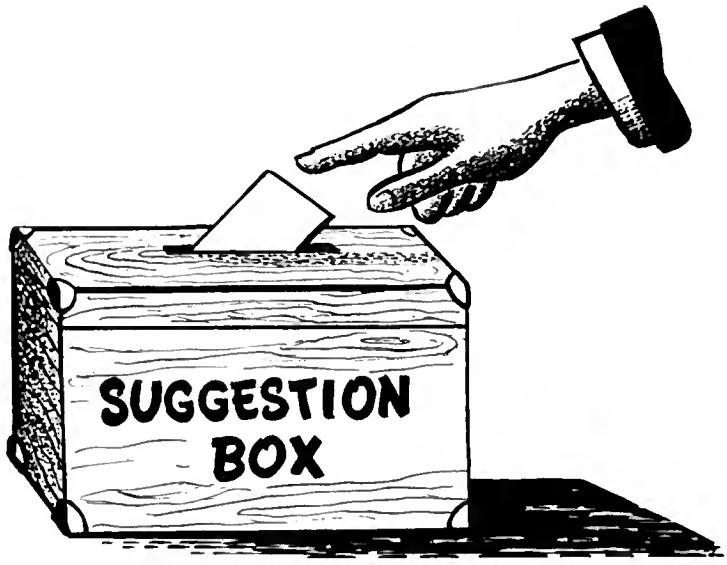

Center News

To increase the use of facilities, the Brookline, Massachusetts Municipal Recreation Commission publishes a sheet listing community centers and activities. Permanent information occupies the outside columns, while the center column lists events of the current month—races, cook-outs, tournaments, and so forth.

Pamphlets

As you may want to follow up the material in this issue on recreation for our older adults, we are relisting some publications we have mentioned before. Any of these may be obtained from the Committee on Recreation for Older People, Education-Recreation Division Health and Welfare Council, Incorporated, 1625 Spruce Street, Philadelphia 3, Pennsylvania.

SALIENT POINTS ON ORGANIZATION OF CLUBS FOR OLDER PEOPLE ..... $ .15

A PROGRESS REPORT OF PHILADELPHIA'S RECREATION PROGRAM FOR OLDER PEOPLE ..... $ .20

MERRILY WE PLAY ..... $ .30

AN IDEAL JOB FOR THE VOLUNTEER ..... $ .20

A PLACE IN THE SUN ..... $ .80

Pattern for Kite Contest

1. Each contestant will be allowed one helper if he or she desires.
2. All kites must be homemade.
3. Each contestant may enter three events out of the first six, plus the seventh which is a kite battle.
4. A contestant will be allowed five minutes to get his or her kite aloft.
5. A kite must fly at least one minute.

Contestants may paint a red cross on their kites as a reminder of the American Red Cross services.

(As used at Independence Park contest.)

Easter Seals

This is a reminder that the annual Easter Seal campaign, sponsored by the National Society for Crippled Children and Adults, begins March 13, 1952 and ends Easter Sunday, April 13. More than three hundred thousand crippled children and adults received help in 1951 in the form of treatment and training, convalescent care, special education, recreation, employment opportunities and counseling. Through buying Easter Seals you can help directly to continue this work, assisting youngsters to build happy, useful lives.

Magazines

BEACH AND POOL, December 1951.
Making the Pool a Year 'Round Attraction, L. P. "Pat" Murphy.
Tile, An Outstanding Pool "Performer," Kenneth M. Gale.
Coping with Public Health Problems, E. Harold Hinman.
When Accidents Occur, J. H. Mueller.

CAMPING MAGAZINE, November 1951
Old Age: A New Frontier for Camping, Jerry Kaplan.

CAMPING MAGAZINE, December 1951
Economize!—But How, With Steadily Rising Costs?, John R. McKinley.
Year-Round Camping, William L. Petty.

NATIONAL PARENT-TEACHER, November 1951
Play Is Not Passive, James L. Hymes, Jr.

PARKS AND RECREATION, November 1951
New Page Park Pool in Bristol, Connecticut, E. Gordon Stocks.
Park Turf, Efficiency in Turf Maintenance, Tom Mascaro.
American Playground Device Company Buys a Town.
Pan-American Games, Vincent DeP. Farrell.

Pamphlets

DON'T UNDERESTIMATE WOMAN POWER, Elizabeth Bass Golding and Dallas Johnson. Public Affairs Committee, Incorporated, 22 East Thirty-eighth Street, New York 16. $.25.

EQUIPMENT AND SUPPLIES, RECOMMENDED. Association for Childhood Education International, 1200 Fifteenth Street, NW, Washington 5, D. C. $1.00.

EX AMERICA, Garet Garrett. The Caxton Printers, Limited, Caldwell, Idaho. $.75.

FACTS ABOUT NARCOTICS, Victor H. Vogel and Virginia E. Vogel. Science Research Associates, 57 West Grande Avenue, Chicago 10. $.40.

FIRST ANNUAL REPORT. The National Association for Mental Health, Incorporated, 1790 Broadway, New York 19.

GLOVEMAKING FOR BEGINNERS, Natalie S. Woolf. McKnight and McKnight Publishing Company, Market and Center Streets, Bloomington, Illinois. $1.50.

GUIDING CHILDREN'S SOCIAL GROWTH, Ellis Weitzman. Science Research Associates, 57 West Grande Avenue, Chicago 10. $.40.

HOCKEY COACHING. Physical Fitness Division, Department of National Health and Welfare, 700 Jackson Building, Ottawa, Canada.

HOW TO PLAN SUCCESSFUL BIKE SAFETY PROGRAMS. Bicycle Institute of America, Incorporated, 122 East Forty-second Street, New York 17.

INFANT CARE. Federal Security Agency, Social Security Administration, Children's Bureau. Superintendent of Documents, United States Government Printing Office, Washington 25, D.C. $.20.

INTERIM CIVIL DEFENSE INSTRUCTIONS FOR SCHOOLS AND COLLEGES. Federal Civil Defense Administration. Superintendent of Documents, United States Government Printing Office. $.30.

LEADER'S GUIDE, Ann G. Wolfe. Division of Youth Services of the American Jewish Committee, 386 Fourth Avenue. New York 16. $.15.

METROPOLITAN CLEVELAND'S HUMAN NEEDS. Welfare Federation of Cleveland, 1001 Huron Road, Cleveland 15, Ohio. $1.00.

MORAL AND SPIRITUAL VALUES IN THE PUBLIC SCHOOLS. Educational Policies Commission. National Education Association, 1201 Sixteenth Street, NW, Washington 6, D. C.

MUNICIPAL NONPROPERTY TAXES, 1951 SUPPLEMENT TO WHERE CITIES GET THEIR MONEY. Municipal Finance Officers Association, 1313 East Sixtieth Street, Chicago 37. $1.50.

MUSICAL DEVELOPMENT OF THE CLASSROOM TEACHER. Music Educators National Conference, 64 East Jackson Boulevard, Chicago 4. $.50.

Books Received

BASEBALL READER, THE, edited by Ralph S. Graber. A. S. Barnes and Company, New York. $3.50.

CHRISTMAS BOOK, A, compiled by D. B. Wyndham Lewis and G. C. Heseltine. E. P. Dutton and Company, Incorporated, New York. $3.50.

MEASUREMENT AND EVALUATION IN PHYSICAL HEALTH AND RECREATION EDUCATION, Leonard A. Larson and Rachael Dunaven Yocom. The C. V. Mosby Company, St. Louis. $7.50.

MYSTERY AT HURRICANE HILL, Jack Bechdolt. E. P. Dutton and Company, Incorporated, New York. $2.50.

SHOWBOATS: THE HISTORY OF AN AMERICAN INSTITUTION, Philip Graham. University of Texas Press, Austin. $3.75.

SOCIAL WELFARE FORUM, THE. Official proceedings, National Conference of Social Work. Columbia University Press, New York. $5.00.

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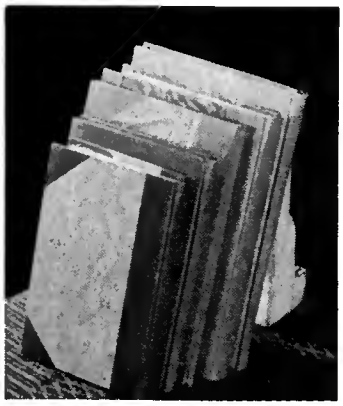

new Publications

Covering the Leisure-time Field

No Time to Grow Old

Survey on Problems of Aging. New York State Joint Legislative Committee on Problems of the Aging. Senator Thomas C. Desmond, Chairman. (Free. Write to the committee, 94 Broadway, Newburgh, New York.)

The purpose of this work is to present the observations of many students in regard to the problems of aging. It outlines the aims of the committee in relation to solving these problems in New York State insofar as legal action can be helpful. The report closes with a reprint of the bills recently introduced in the state senate concerning the needs of this age group.

Housing, medical research, health and old age insurance, job opportunities, job training and recreation are explored.

Articles range from "Cultural Contexts of Aging," by Dr. Margaret Mead, Associate Curator of Ethnology, American Museum of Natural History, to "Unions and the Older Worker" by Albert J. Abrams, and include reports from doctors, administrators, social workers, representatives of business, industry and education.

In New York the older population has increased fifty-seven per cent during the past twenty years. The need for extensive research and study of the problems of the aged, with a view to extending their happy usefulness, is emphasized. Gainful employment for the competent oldster is one of the most difficult problems, retirement plans and insurance policies adding to the complications in some respects. Adult education and recreation programs stressing hobby skills are rapidly increasing, stimulus coming from both the older persons themselves and professional leaders.

If, as is suggested by some geriatricians, the normal span of life should be one hundred twenty years, the compiled articles and reports of this survey are a challenge which must be met.

The School Custodian's Housekeeping Handbook

Henry H. Linn, Leslie C. Helm and K. P. Grabarkiewicz. Bureau of Publications, Teachers College, Columbia University, New York. $3.75.

Recreation executives and leaders who are responsible for the operation of indoor facilities will find this book an indispensable guide for the day to day cleaning and maintenance of everything from gym floors to toilets. In easy to understand language, the authors describe the basic tools needed by custodians, the necessary cleaning and preservative agents and how they are used for each operation.

The major part of the book deals with such specific jobs as mopping floors, sweeping gym floors, cleaning windows, cleaning walls and the care of toilet rooms.

Introductory chapters discuss important subjects such as the broad responsibilities of the custodian and his relation to the professional staff, the public and students. An interesting chapter describes how a custodian's daily schedule should be drawn up and how much time should be alloted to different kinds of cleaning jobs.

Excellent charts and pictures give a visual description of the correct way to sweep gym floors and stairs. A check list in the appendix covers, in detail, the cleaning operation of gyms, swimming pools, locker and dressing rooms, and heating and mechanical service areas.

Although this book was written for the school custodian, it equally applies to the custodian responsible for indoor recreation centers.—*David J. DuBois*, Research Department, NRA.

Keep 'Em on Ice

To review the following three books published by A. S. Barnes and Company, New York, in a March issue would really be out of season if it were not for the number of indoor ice rinks throughout the country, making ice skating virtually a year-round sport. Ice season or not, you'll want to know about them.

The Hockey Handbook, Lloyd Percival. $3.75.

This deals with every aspect of the game for player, coach and spectator. Both fundamental and advanced skills are completely outlined in this guide, and many dozens of offensive and defensive plays are described and diagrammed.

Championship Figure Skating, Gustave Lussi and Maurice Richards. $3.75.

This book is ideal for beginners, because it starts with the assumption that the reader cannot skate, teaches him balance and basic strokes, presents each of the elementary, intermediate, and advanced techniques in complete detail. The problem of weak ankles receives special attention. Fifty pages of illustrations supplement the text with charts, diagrams and photographs, making it possible for the beginner to teach himself from the book. Techniques and figures for advanced competition under the rules of the United States Figure Skating Association and the International Skating Union are included.

Curling, Ken Watson. $3.00.

Any curler will be delighted with this book, for it tells how the game is played—to win. Fully illustrated, it describes how to choose a team, how to coach it, how to lead it to victory. Especially helpful to the coach will be the glossary of terms, with explanatory diagrams.

Recreation

Index to Volume XLV — April 1951 -- March 1952

Administration

	Month	Year	Page
Adjustment of Subdivision	September	1951	325
(See also)	January	1952	425
California Policy on Competitive Sports	March	1952	589
Can Your Department Pass this Test? **Kenneth M. Kurtz**	September	1951	223
Case for the Recreation Boards, A **George Butler**	March	1952	576
Competitive Athletics for Boys Under Twleve	February	1952	489
Concessions, Fees and Charges	February	1952	506
Experiments with Surfacing Under Apparatus	February	1952	517
Floods Come to Kansas, **David J. DuRois**	January	1952	451
German Leaders Study Recreation in the United States	April	1951	35
Ice Skating Facilities	December	1951	399
Metropolitan Recreation Council, A	October	1951	291
Notes for the Recreation Executive	December	1951	383
Operating Policies at Public Swimming Pools	April	1951	39
Per Capita Expenditures for Recreation and Parks 1950	March	1952	569
Performance Budget for Recreation, **Jesse A. Reynolds** and **John A. Donaho**	March	1952	548
Playground Accidents Prompt Surfacing Study	November	1951	324
Prestressed Concrete Cuts Stadium Costs	December	1951	399
Racial Segregation Policy, Raltimore	September	1951	192
Recommended General Policy, Federal Government Relative Public Recreation, Federal Inter-Agency Committee	June	1951	126
Recreation Planning Principles and Agency Functions (Survey by **Marvin Rife**)	January	1952	441
School Planning	January	1952	456
Census Figures	March	1952	550
Tennis in the Community Recreation Program	December	1951	397
Tobogganing Is Where You Build It, **James McConkey**	January	1952	439
Wading Pools—An Asset or a Liability, **George Butler**	April	1951	41
	May	1951	106
Washington State Recreation Division Services, **Dr. Frank F. Warren**	January	1952	432

(See also under **Camping, Community, Editorial, Education, Equipment and Facilities, Layout, Leadership, Parks, Personnel, Playground, Pools, Sports**)

Arts and Crafts

Arts and Crafts for Recreation at a State University, **Frank Verrall**	March	1952	570
Arts and Crafts, International Style	September	1951	197
Easy-to-Make Christmas Cards, **Florence L. Murphy**	November	1951	328
For Carrying Plastic	February	1952	521
How to Do It! **Frank A. Staples**			
Marbleize Paper, Cloth, and Other	April	1951	49
Print Initials and Designs on Cloth	May	1951	109
Make Your Own Wall Plaques	June	1951	182
Make Your Own Handpainted Tablecloth	September	1951	226
Print Initials and Designs on Cloth	October	1951	288
Make Floating Candles	November	1951	355
Christmas Tree Ornaments	December	1951	393
Make Your Own Banjo	January	1952	462
Make a Glow Candle	February	1952	513
Make Your Own Baseball Bases	March	1952	566
Japanese Arts and Crafts Tour	January	1952	448
Make it Yourself: Anyone Can Make a Paper Show, **Taeko Abe**; Plan for Easels, **Arthur Tripp**	March	1952	571
Make Your Own Uke	January	1952	469
Minimum Arts and Crafts Tools, **Frank A. Staples**	September	1951	235
Play-Abed Kits, **Viva Whitney**	September	1951	211
Recipes for Fun: Block Belts, Cloth Pictures, Few Helpful Books, Knot Board Plaque, Totem Poles, Totem Pole Toothpicks, **Myrtle Blake**	April	1951	45
Papier-Mache Puppets; Shadow Puppets	January	1952	467
(See also under **Holidays**)			
Scrap Depot, The, **Viva Whitney**	October	1951	280
Ship Ahoy! **Frank A. Staples**	June	1951	157
Something Out of Nothing, **Patt Carey**	January	1952	444
Something's Cooking in Cook County, (Workshop), **Roberts Mann**	November	1951	345
Woman's Day Reprints	November	1951	316

Audio-Visual Materials and Program

Films: Films Teach Playground Leaders About People, **Rex M. Johnson**	April	1951	30
New Films—"V for Volunteers," "Here Comes the Band"	January	1952	469
Recreation Put Us On the Map!; "Community Recreation"	September	1951	192
	November	1951	350
16mm Films for Thanksgiving Programs	November	1951	340
Radio: Gohlins Phone on Halloween, The, **Ennice Ware**	September	1951	204
Ham Radio Club; Tennessee Eastman	October	1951	296
Music Appreciation—Toronto Style	September	1951	234
Radio	October	1951	266
Recordings: Here's Your Music for the Saturday Night Dances; For Skating	December	1951	402
Inside Arch and Outside Under	January	1952	469
Tape Recording as a Tool in Recreation, **Bernard Lehmann**	February	1952	502
Television: Sign of the Times, A	January	1952	424
Taking Advantage of Television	October	1951	266
Television as Educational Tool	September	1951	192
Television at Play, **Henri Bob Russell**	November	1951	342
Television: Friend or Foe, **Wayne Coy**	September	1951	189
TV Programs and Youth	June	1951	148

Boats and Boating (See Sports: Outdoor—Water)

Books and Reading

Ceiling Projector	March	1952	584
Children's Book Week Program	October	1951	296
Habit of Books, The, **Nancy Faulkner**	October	1951	249
Happy Books are Unreal	February	1952	480
Recipes for Fun: Reading and Storytelling	December	1951	409

(For book reviews—See New Publications)

Camping

Day: Day Camp for Oldsters	March	1952	560
Day Camping (Report), **Lawrence Heeb** and **Florence Kiefer**	June	1951	167
Day's Camping for Youngsters Over Sixty, A, **Gertrude M. White**	September	1951	221
Something's Cooking in Cook County, (Workshop), **Roberts Mann**	November	1951	345
Standards for Children's Summer Programs	April	1951	20
General: Camping, Its Part in National Defense, **Catherine T. Hammett**	June	1951	158
Resident Camping in Nine Cities	April	1951	22
School Camping—as Viewed by the Recreation Director, **Julian W. Smith**	March	1952	537
Tape Recording as a Tool in Recreation, **Bernard Lehmann**	February	1952	502
Special: Children's International Village, **Mary Jo Schroder**	February	1952	500
Elderly—See **Day Camping**			
Handicapped Go Camping, The, **Marllys Victor**	January	1952	459

Colleges

Arena Theater	October	1951	283
Arts and Crafts for Recreation at a State University, **Frank Verrall**	March	1952	570
Recreational Music Added to University of Illinois Curriculum	September	1951	192
Song Leaders in College, **Robert B. Walls**	September	1951	208
Wagon Theatre Nativity Play, A, **Doris Riker**	December	1951	376

(See also under **Editorial, Education, Leadership, Personnel, Schools**)

Community

Activities and Program: Building Community Drama, **Donald Wetmore**	December	1951	381
Children's Fairyland, **William Penn Mott, Jr.**	September	1951	198
Community Discussion Programs—"Heritage of USA in Times of Crisis"	December	1951	367
Community Hospitality for Service People	February	1952	509
Community Leaders, Use Your Initiative, **Sherwood Gates**	March	1952	553
Community Programs Include Servicemen	March	1952	572
Democracy and the Local Community	March	1952	536
Every City Could Benefit from an All-Nations Tournament, **Robert Krishef**	December	1951	404
Greeting Newcomers to Vallejo, **Keith A. MacDonald**	September	1951	222
How to Attract Industry	April	1951	7
Newcomers' Club, Adrian, Michigan	May	1951	117
Progress Report 1323, Texas A and M	October	1951	246
State Recreation Services to Communities Panel AAHPER Convention	June	1951	126
Summer Festival, A, **Jerry Vessels**	June	1951	129
Tennis in the Community Recreation Program	December	1951	397
Centers: Community Centers—Seattle Style	March	1952	541
Flash Drive Pays Off, A, **Mrs. Lloyd L. Grant**	May	1951	99
Joseph Lee Dedication	October	1951	274
School Buildings for Community Use	October	1951	268
Successful Community Center, A, **Robert W. Hurd**	September	1951	193
Cooperation and Organization: Community Takes a Hand, A, **Daniel L. Reardon**	April	1951	50
Cooperation of Industrial and Community Recreation, **Sal Prezioso**	November	1951	343
Cooperative Countywide Recreation Program	September	1951	205
Floods Come to Kansas, **David J. DuBois**	January	1952	451
Joint Planning, Muskegon, Michigan	February	1952	521
Let's Have Workshops for Fellowship, **Arthur Katona**	November	1951	320
National Survey of Recreation in Canadian Communities	October	1951	246
Need for Recreation, The: What Is It?, **Marion Robinson**	May	1951	83
Pattern for Cooperative Community Planning, **Marion Preece**	May	1951	74
Recreation Puts Us on the Map! **Frank J. Anneberg**	November	1951	350
Service Clubs in Recreation, **Everett R. Scherich**	November	1951	337
State and Community Forests	February	1952	497
What is a Do-Dad?	May	1951	115

(See also under **Administration, Defense, Editorial, Holidays and Special Occasions, Leadership, Personnel, Sports**)

Conservation

Adjustment of Subdivisions	September	1951	235
	January	1952	425
Avalanche Control	November	1951	322
Conservation	November	1951	327
County Protects Its Forest Preserve, A	October	1951	257

Dancing

	Month	Year	Page
Annual California Festival of Folk Dance Federation, 1952	January	1952	425
Arizona Style of Modern Square Dancing	May	1951	117
Chicago Square Dance Festival	October	1951	274
Cease Firing, **Eddie Durlacher**	September	1951	227
Come On In—The Dancing's Fine	March	1952	551
Free Square Dance Institutes	November	1951	313
Here We Go Square Dancing	May	1951	94
Hints for Square Dance Programs	November	1951	351
Lighted Schoolhouse "Sock Hops," **Ismar P. Tick**	October	1951	284
Recipes for Fun: Musical Mixers	March	1952	581
Census Figures	March	1952	550
Square Dance Booklet, "Square Your Sets"	February	1951	521

(See also **Games, Holidays, Parties**)

Defense

Camping, Its Part in National Defense, **Catherine T. Hammett**	June	1951	158
National Roster of Recreation and Park Personnel, The: Recreation Personnel Service for You, **W. C. Sutherland**	June	1951	155
Is Your Name On?	September	1951	225
Need for Inclusion	September	1951	192
National Roster, The, **Alfred B. Jensen**	October	1951	277
Registrations for	January	1952	425
Organization for Emergency Recreation Services (Reprint from NRA Manual)	November	1951	310
NRA Manual Emergency Recreation Services in Civil Defense	September	1951	192
	October	1951	246
	January	1952	425
Recreation A New Profession in a Changing World	February	1952	479
	March	1952	583
Recreation and Defense at the Boston Congress	December	1951	386
Recreation and the Personnel of the Armed Forces, **Brigadier General C. W. Christenberry**	February	1952	483
Recreation and the United Defense Fund, **Joseph Prendergast**	October	1951	245
Recreation in a National Emergency, **David W. Armstrong**	June	1951	125
Some Defense-Related Personnel Problems Facing the Community Recreation Movement	May	1951	111
Special Service Openings	May	1951	111
	December	1951	400
	January	1952	425
	January	1952	448
	February	1952	494
Things You Should Know: **Helena Hoyt**, United Defense Services of NRA	December	1951	367
This Period of Emergency, **Joseph Prendergast**	May	1951	61
Maybank-Spence Defense Housing and Community Facilities and Service Bill	April	1951	7
	October	1951	246
National Defense Fund 1952 Budget, NRA	June	1951	126
National Production Authority Order M-4A	June	1951	126
NRA Field Workers Serve Communities; USO Services Rise	December	1951	367
NRA Survey Mobilization and Defense Effect on Recreation Program	September	1951	192
Women in Defense Decade, American Council on Education	October	1951	246
Women's Advisory Committee, United States Department of Defense	October	1951	246

(See also under **Community, Personnel, Servicemen and Women.**)

Drama

Arena Theatre	October	1951	283
Building Community Drama, **Donald Wetmore**	December	1951	381
Canadian Drama Festival, **Richard MacDonald**	November	1951	339
Creative Dramatics in the Recreation Program, **Agnes Haaga**	May	1951	77
Drama in the Parks—An Experiment, **Grace M. Goodall**	March	1952	545
Here Come the Puppeteers!, **Margaret D. Blickle**	April	1951	36
Most Popular Children's Plays	October	1951	270
Robert Montgomery Heads New Drama Committee	June	1951	169
Script-in-Hand Performances, **Donald Holland**	November	1951	341
Unique Children's Theatre, **Bob Oberreich**	November	1951	319
Wagon Theatre Nativity Play, A, **Doris Riker**	December	1951	376

Editorial

Editorially Speaking: Letter from the Editor; Sign of the Times, A	January	1952	424
Happy Books Are Unreal; Importance of Play; Will We Permit?	February	1952	480
Democracy and the Local Community; Prejudice; Playgrounds	March	1952	536
Recreation is Fundamental, **Joseph Prendergast**	March	1952	540
Editorials: Hosteling Is What Hosteling Does, **Ben W. Miller**	April	1951	5
In My Opinion . . . Church Recreation, **J. B. Kirkpatrick;** Play, **Laurence K. Frank**	September	1951	233
Importance of Recreation in Rehabilitation, The, **Dr. John H. Waterman**	November	1951	308
"Loving Kindness," **J. W. Faust**	February	1952	477
People's Recreation: A Philosophy for Plain Folks, **Dr. Arthur Katona**	March	1952	533
Recreation and the United States Defense Fund, **Joseph Prendergast**	October	1951	245
Recreation in a National Emergency, **David W. Armstrong**	June	1951	125
Relationship of Recreation, Physical Education and Group Work, The, **Kenneth W. Kindelsperger**	January	1952	421
Television: Friend or Foe? **Wayne Coy**	September	1951	189
This Period of Emergency, **Joseph Prendergast**	May	1951	61
University President Looks at Recreation, **Paul Douglass**	December	1951	365

Education

	Month	Year	Page
Do We Educate for Leisure? **Dr. John W. Best**	September	1951	201
National Adult Education Association	September	1951	192
Personnel (College Recreation Curriculums and Degrees). **W. C. Sutherland**	September	1951	224
See also	June	1951	126
Professional Recreation Training—Whose Responsibility, **W. C. Sutherland**	October	1951	294
"Recreation and Education" Meeting, National Welfare Assembly Conference on Community Mobilization, 1952	December	1951	367
Recreation Degree	March	1952	583
State of Recreation Degrees—Indiana	October	1951	295
Suggestions for Recreation Training Programs in Colleges and Universities, **Willard C. Sutherland**	May	1951	91
University President Looks at Recreation, A, **Paul Douglass**	December	1951	365

(See also under **Colleges, Personnel, Leadership, Schools**)

Elderly

California Conference on Problems of Aging	January	1952	443
Day Camp for Oldsters	March	1952	560
Day's Camping for Youngsters Over Sixty, A, **Gertrude M. White**	September	1951	221
Encourage the Old	February	1952	480
Day Center for Elderly, New York City	September	1951	234
Golden Age Club Activities, Reno	October	1951	296
Golden Age Club Idea, Ossining	November	1951	354
Publications Concerning the Elderly	March	1952	584
Recreation for Older Adults: A Joint Jamboree, **William B. Cook;** At Sixty Plus, **Allen G. Brailey;** Volunteer and Senior Citizens, The, **Mary Elizabeth Bayer**	March	1952	562
Storytelling for the Not-so-Young, **Anne Majette Grant**	May	1951	86
Take Your Oldsters Out-of-doors, **Ellen Jean Dilger** and **Beatrice Spnng**	April	1951	25
What's the Next Move for our Elderly?	March	1952	558

Equipment and Facilities

Does Your Stockroom Pay Dividends? **Lerton S. Krushas**	June	1951	147
For Carrying Plastic	February	1952	521
Hobbymobile—A Recreation Center on Wheels, The, **Lloyd A. Rochford**	April	1951	19
Map Rack	May	1951	117
Referee's Kit, **Joseph E. Curtis**	March	1952	584
It's a Cold Day for Hiking, **Joel C. Hnliber**	January	1952	438
Scrap Depot, The, **Viva Whitney**	October	1951	280
Standards for Children's Summer Program	April	1951	20

(See also under **Administration, Camping, Community, Layout, Parks, Playgrounds, Pools, Schools**)

Games

Brueghel's Games—Today	September	1951	213
Games for Roughnecks, **Charles W. Bowser**	January	1952	449
Games for Your Collection: Short Court Handball, **John A. Friedrich;** Pop the Top, **John Smith**	October	1951	298
Games on the Playground, **Helen M. Dauncey**	April	1951	32
Group Games	January	1952	469
Ground Billiards, **Florence Birkhead**	September	1951	206
Imaginative Playground Project and Its Result, An—Bowling on the Green, **Catherine Sublitt**	April	1951	12
Jump Around, A New Parlor Game, **Ernest W. Dodge**	February	1952	522
Knuckle Down, **Vincent deP. Farrell**	April	1951	23
Recipes for Fun: Game of Skill	April	1951	45
Social Games	September	1951	231
Social Games	February	1952	519
(See also under **Holidays**)			
Rhymes With a Reason, **Taylor Dodson**	June	1951	172
Special for Young People, **Lillian** and **Godfrey Frankel**	January	1952	463

(See also under **Holidays, Parties, Sports**)

Handicapped

Ceiling Projector	March	1952	548
Handicapped Go Camping, **Marllys Victor**	January	1952	459

(See also under **Hospitals, Mental Health**)

Hiking and Walking

Hitting the High Spots, **Janet Archibald**	June	1951	151
Hosteling Is What Hosteling Does, **Ben W. Miller**	April	1951	5
It's a Cold Day for Hiking, **Joel C. Holiber**	January	1952	438
Where Do You Walk, Mr. Peattie? **Audrey Blackford**	May	1951	69

Historical

Brueghel's Games—Today	September	1951	213
Knuckle Down. **Vincent deP. Farrell**	April	1951	23

Hobbies

Soap Carving in the Classroom	January	1952	469
Bird Watching is Fun, **Edmund Leamy**	May	1951	96
City Ordinance Prohibits Powered Model Airplanes in City Limits	October	1951	246
Hobbymobile, The—A Recreation Center on Wheels, **Lloyd A. Rochford**	April	1951	19
I Set My Housework to Music, **Agnes Page Hulsey**	October	1951	293
Jungle from Table Seeds, A, **Meyer Berger**	September	1951	210

(See also under **Arts and Crafts, Music, Nature**)

Holidays and Special Occasions

Christmas: All the Toys Come to Life	December	1951	380
Children Phone Santa, **Mrs. Ples Harper**	November	1951	331
City Father Becomes Father Christmas	December	1951	412

	Month	Year	Page
How To Do It! Christmas Tree Ornaments, **Frank A. Staples**	December	1951	393
Recipes for Fun: Making Christmas Tree Ornaments	November	1951	351
Christmas Parties	December	1951	409
Santa Brings His Reindeer	December	1951	379
Halloween: Goblins Phone on Halloween, The, **Eunice Ware**	September	1951	201
Halloween in Olde Alexandria	September	1951	207
Hints for Halloween	October	1951	267
Recipes for Fun: Halloween Party; Witch's Head, **Helen Wolfe**	October	1951	299
City Pays Honor to Founders of Play	May	1951	95
Joseph Lee Day: Planning for Joseph Lee Day	May	1951	68
Miscellaneous: Have You a Program on the Fourth?, **Robert Kresge**	May	1951	102
Thanksgiving, 16mm. Films for	November	1951	340
Summer Festival, A, **Jerry Vessels**	June	1951	129
Brotherhood Week	February	1952	485
Special Occasions: Washington's Birthday Program, American Heritage Foundation	January	1952	459
Children's Book Week	October	1951	249
Easter Seal Campaign	March	1952	584
International Theatre Month	February	1952	479
March of Dimes	December	1951	367
Red Feather Month	October	1951	274
United Nations Week	October	1951	274

Hospitals

Hospital Recreation	March	1952	583
Puppetry—in a Neuropsychiatric Hospital, **Anne Blood**	December	1951	394
Recreation in Minnesota State Hospitals, **Frederick M. Chapman**	September	1951	214
Recreation in Veterans Administration Hospitals	May	1951	65
Rocking Chair Recreation Outmoded, **Lester Koritz**	October	1951	275

(See also **Handicapped, Mental Health**)

Housing

Are We Adequately Meeting Local Needs?	May	1951	107
Needs in New Housing Units, **Mrs. Roy V. Wright**	May	1951	104
Pattern for Cooperative Community Planning, **Marion Preece**	May	1951	74

Industrial

Cooperation of Industrial and Community Recreation, **Sal Prezioso**	November	1951	343
Greenhouse, Calloway Mills	May	1951	117
Ham Radio Club, Tennessee Eastman	October	1951	296
Impact on Recreation Department Facilities of Increased Industrial Workers	April	1951	7
Industrial Recreation Conference (Annual)	October	1951	246
	December	1951	367
Industrial Recreation Meeting	October	1951	301
Industrial Recreation Program in the Atomic Age, **C. E. Brewer**	June	1951	240
Minimum Wage Standards — New York State Amusement and Recreation Industry	April	1951	7
Recreation in Industry Survey in Ontario, Canada	October	1951	246
What's the Next Move for our Elderly?	March	1952	558

(See also under **Community, Defense, Elderly**)

International

"Around the World with Dance and Song," American Museum Natural History Program	December	1951	403
Arts and Crafts International Style	September	1951	197
Children's International Village, **Mary Jo Schroder**	February	1952	500
ENAL—Italy's National Recreation Association, **Lois Fahs Timmins**	May	1951	71
German Leaders Discuss Community Recreation	November	1951	334
German Leaders Study in the United States	April	1951	35
Japan Has Its Congress	November	1951	353
Japanese Arts and Crafts Tour	January	1952	448
Sixth International Conference of Social Work, Madras, India	November	1951	313
Soviet Imposes Rules	September	1951	237
Successful Athletic Tour	December	1951	382

Institutions

Character of Children's Museums, The, **Margaret M. Brayton**	November	1951	314
Children's Nature Museum, Charlotte	November	1951	353

(See also under **Elderly, Handicapped, Hospitals**)

Layout

See **Camping; Community; Parks; Pools; Playground Layout; Rural; Schools; Sports—Outdoor; Sports—Winter.**

Leadership

Child Leaders Take Over Noon-Hour Program, **Thomas J. Kilroy**	September	1951	219
Getting New Leaders, Altoona	November	1951	354
Recreation Leader Rates High, A	April	1951	24
Recreation Leadership in State Parks, **Nelson Dangremond**	February	1952	495
Social Recreation Leadership	September	1951	202
Some Thoughts on Being a Recreation Leader, **Helen M. Dauncey**	March	1952	543
Training: Dramatization of Playground Situations, **John Zussman**	April	1951	42
Films Teach Playground Leaders about People, **Rex M. Johnson**	April	1951	30
In-Service Training, **D. B. Dyer**	February	1952	514
Hospital Recreation	March	1952	583
NRA and Southern Regional and Education Board Study Training Needs	January	1952	425
Professional Recreation Training—Whose Responsibility? **W. C. Sutherland**	October	1951	294
Recreation Leadership Training Programs: NRA Training Specialists (Inside Back Cover)	April	1951	
	May	1951	
	June	1951	
	November	1951	
	December	1951	
	January	1952	
	February	1952	
	March	1952	
Other	June	1951	126
	January	1952	465
	February	1952	488
	March	1952	578
Recreation Training Opportunities	March	1952	554
Park and Recreation Institutes Across America, **Garrett G. Eppley**			
Recreation Workshops, **Larry Eisenberg**			
Travelers, The, **Robert Gamble**			
Social Training Program	November	1951	309
Something's Cooking in Cook County, **Roberts Mann**	November	1951	345
Suggestions for Recreation Training Programs in Colleges and Universities, **Willard C. Sutherland**	May	1951	91
Volunteer Leader's Training Courses, A, **John A. Turner**	September	1951	217

(See also under **Colleges, Defense, Editorial, Education, Personnel, Schools**)

Memorials

Barron, Mrs. George	October	1951	301
City Pays Honor to Founders of Play	May	1951	95
Dykema, Dr. Peter W.	September	1951	220
Hansen, George	May	1951	108
Hoffmaster, P. J.	June	1951	178
Maloney, John B.	June	1951	178
Martin, John A.	May	1951	108
Pritchard, Dr. E. A.	May	1951	108
Putnam, Dr. Helen C.	June	1951	178
Simkhovitch, Mary K.	January	1952	461
Williams, Dr. Arthur B.	December	1951	403

Mental Health

Importance of Recreation in Rehabilitation, The, **Dr. John H. Waterman**	November	1951	308
Recreation's Part in Mental Health, **Dr. George E. Gardner**	January	1952	446

(See also under **Hospitals**)

Miscellaneous

Governor's Conference on Recreation in Indiana	December	1951	367
Orange State (Florida)	June	1951	126
Pacific Southwest Recreation Conference, February 19-22, 1952	December	1951	367
	February	1952	479
Sale of a Town, The	January	1952	440
This is Boston, **Blanche C. McGowan**	June	1951	152
Thoughtful Gesture, A	February	1952	512

Music

American Music for Music Week, **Dr. Philip Gordon**	January	1952	429
Developments in Soldier Music, **Clarence L. Mills**	February	1952	492
House the Guild Built, The, **Mrs. August Belmont**	January	1952	431
I Set My Housework to Music, **Agnes Page Hulsey**	October	1951	293
Music Appreciation—Toronto Style	September	1951	235
Music Under the Stars, **John Donnelly**	February	1952	487
Music Week and the Recreation Department, **Gertrude Borchard**	February	1952	510
National Music Week	May	1951	76
	March	1952	583
President Receives a Piano, The	June	1951	170
Recipes for Fun: Music	December	1951	409
Recreational Music added to Curriculum, University of Illinois	September	1951	192
Singing with Motion, **Frank J. Anneberg**	October	1951	289
Song Leaders in College, **Robert B. Walls**	September	1951	208
Teen Activities that Have Clicked: Here's Your Music for the Saturday Night Dance; for Skating	December	1951	402

Nature

Children's Museum, Charlotte, North Carolina	November	1951	353
Fingers in the Soil, **Frances M. Miner**	May	1951	98
Nature Hints for Counselors, **Charles Belous**	June	1951	149
Recipes for Fun: Nature Adventuring, **Harold W. Gore**	April	1951	45

(See also under **Conservation; Hiking; Hobbies**)

National Recreation Association

Magazine Goes to a District Conference, The	June	1951	142
New Recreation Library and Office	June	1951	150
1952 District Conference Schedule	February	1952	516
Congress: About Boston Congress, **T. E. Rivers**	May	1951	87
Announcing 1952 Congress in Seattle	January	1952	435
Destination Boston	September	1951	190
Evening Speakers	September	1951	191
Personnel, **W. C. Sutherland**	December	1951	406
Recreation and Defense at the Boston Congress	December	1951	386
Recreation and the Personnel of the Armed Forces, **Brigadier General C. W. Christenberry**	February	1952	483
Recreation's Part in Mental Health, **Dr. George E. Gardner**	January	1952	446

	Month	Year	Page
Special Training Sessions	September	1951	216
33rd National Recreation Congress in Review	December	1951	370
33rd National Recreation Congress, The, Presents Delegates at Work and at Play	December	1951	383
Services: Further Expansion of NRA Services	June	1951	131
Consultant Service	February	1952	479

(See also under **Defense; Leadership; Personnel**)

New Publications

All Through the Years, **Florence O'Keane Whelan**	March	1952	585
American Indian Beadwork, **W. Ben Hunt and H. F. Burshears**	September	1951	239
Art of Group Discipline, The, **Rudolph M. Wittenberg**	September	1951	239
Baseball Techniques Illustrated, **Ethan Allen**	June	1951	184
Campfire and Council Ring Programs, **Allan A. Macfarlan**	June	1951	184
Championship Figure Skating, **Gustave Lussi and Maurice Richards**	March	1952	587
Clubs for the Golden Age, The Ohio Citizens Council for Health and Welfare	October	1951	304
Community Organization and Planning, **Arthur Hillman**	December	1951	415
Competitive Sports in Schools and Colleges, **Harry Alexander Scott**	November	1951	359
Counseling Adolescents, **Shirley A. Hamrin and Blanche B. Paulson**	October	1951	304
Creative Hands, **Doris Cox and Barbara Warren**	October	1951	304
Curling, **Ken Watson**	March	1952	587
Emotional Problems of Growing Up, **O. Spurgeon English**	September	1951	239
Family Pleasure Chest, The, **Helen and Larry Eisenberg**	September	1951	239
Field Guide to the Butterflies of North America, A, **Alexander B. Klots**	June	1951	184
Fun Outdoors, **Mary Louise Friebele, Frances C. Smith, and Hernice Osler Frissell**	May	1951	120
Gabbit, the Magic Rabbit, **Carroll Colby**	May	1951	120
Games for Grownups, **Marguerite Kohn and Frederica Young**	September	1951	239
Handbook of Active Games, **Darwin A. Hindman**	February	1952	528
High School Intramural Program, **William W. Scheerer**	April	1951	56
High Times, **Nellie Zetta Thompson**	April	1951	56
Hockey Handbook, **Lloyd Percival**	March	1952	587
How to Plan and Stage a Successful Teen-Age Dance Party, **Ted Raden**	October	1951	304
How to Turn Ideas into Pictures, **H. E. Kleinschmidt**	October	1951	304
Keeping Idle Hands Busy, **Marion R. Spear**	September	1951	239
Leadership in Recreation, **Gerald B. Fitzgerald**	September	1951	224
Let's Square Dance, **Kenneth Fowell**	November	1951	359
Lift Every Voice, **Board of Education of the Methodist Church**	October	1951	304
Making and Staging Marionettes, **Woman's Day**	December	1951	415
More Fun in the Water, **Eidola Jean Bourgaize**	April	1951	56
Music Americans Sing, edited by **Harry R. Wilson, Joseph A. Leeder, Edith White Gee**	December	1951	415
National YMCA Lifesaving and Water Safety Student Handbook	June	1951	184
No Time to Grow Old, New York State Joint Legislative Commission on Problems of the Aging	March	1952	587
Parties on a Budget, **Louise Price Bell**	December	1951	415
Party Game Book, The, **Margaret E. Mulac and Marian S. Holmes**	November	1951	359
Photography for Teen-Agers, **Lucile Robertson Marshall**	October	1951	304
Placement Pointers on Volunteer Service, prepared by **Robbie Hunt Burton**	September	1951	239
Plays for Great Occasions, **Graham DuBois**	June	1951	184
Principles of Recreation, **John L. Hutchinson**	February	1952	528
Profile of Youth, edited by **Maureen Daly**	September	1951	239
Public School Camping, **James Mitchell Clarke**	November	1951	359
Puppets and Bible Plays, **Josie Robbins and Marjory Louise Bracher**	September	1951	239
Recreation for Older People in California, **AWVS of California and Department of Physical Education, University of California**	January	1952	472
Research Methods Applied to Health, Physical Education and Recreation, **AAHPER**	December	1951	415
Rhythms and Dances for Elementary Schools, **Dorothy La Salle**	December	1951	415
School Custodian's Housekeeping Handbook, The, **Henry H. Linn, Leslie C. Helm, K. P. Graharkiewicz**	March	1952	587
School Planning, **Kenneth Reid**	January	1952	456
Song in His Heart, A, **John Jay Daly**	January	1952	472
Sports Equipment Selection, Care and Repair, **Virginia Bourquardez and Charles Heilman**	June	1951	184
State Recreation Organization and Administration, **Harold D. Meyer and Charles K. Brightbill**	April	1951	56
Theatre in the Round, **Margo Jones**	November	1951	359
Troop Camp Book, The, **Girl Scouts of the United States of America**	November	1951	359
Young Adult and Family Camping, edited by **John A. Ledlie**	June	1951	184
Young Chad Seal of Los Angeles, **Clarence M. Fink**	May	1951	120

Parks

County Protects Its Forest Preserves, A, (Land Policy)	October	1951	257
Drama in the Parks—An Experiment, **Grace M. Goodall**	March	1951	545
Family Vacation on a Budget, A, **Regina Z. Kelly**	May	1951	88
First for Delaware, A	November	1951	353
Guilford Recreation Club, **Harrison Brown and Polly Tier**	October	1951	278
New Jersey State Park Dedicated	November	1951	353
Parks (Trends)	January	1952	450
Park and Recreation Institutes Across America, **Garrett G. Eppley**	March	1952	554
Parks and Recreation Facilities	November	1951	318
Park-School as a Functional Facility, The, **Malcolm Kirkpatrick**	October	1951	286
Per Capita Expenditures for Recreation and Parks, 1950	March	1952	569
Place of Parks in Outdoor Education and Recreation, The, **V. K. Brown**	January	1952	436
Reclamation of Park Areas in New York City, **Robert Moses**	June	1951	132
Recreation and Park Year Book	May	1951	90
	September	1951	218
	March	1952	569
Recreation Leadership in State Parks, **Nelson Dangremond**	February	1952	495
Things You Should Know: American Institute of Park Executives	December	1951	367
Analysis State Park Expenditures	October	1951	246
Association of Southeastern State Park Directors Report	January	1952	425
Atlanta and Fulton County Parks and Recreation Boards Consolidated	May	1951	111
California Rulings (two)—Parks	May	1951	64
Estimate Material Requirements Municipal Park and Recreation Departments, 1951-52	April	1951	7
Glenview, Illinois—Park District and School Legal Agreement	May	1951	64
Mid-Continent Park and Recreation Conference, October, 1951	October	1951	246
March 20-22, 1952	December	1951	367
Park and Recreation Training Institute, John D. Pennekamp Address	May	1951	64
31st Conference State Parks	October	1951	246
Water Basin Study, National Park Service, Art Todd Address	June	1951	126

Parties

Begosh and Begorra—It's a Party	February	1952	504
For Bowling Enthusiasts	March	1952	579
Newspaper Parties are Still Popular, **Mildred Seanlon**	March	1952	567
Recipes for Fun: Spring Tonic Party, **Ruth Ehlers;** Rodeo Party	May	1951	113
Garden Party, **Ruth Ehlers**	June	1951	179

(See also under **Holidays**)

Themes for Your Senior Prom, **Beth Wallace Yates**	May	1951	81

(See also under **Dancing; Games**)

Personnel

National Advisory Committee on Recruitment, Training and Placement of Recreation Personnel	February	1952	479
Personnel, **W. C. Sutherland**	December	1951	406
Personnel—Field Problems in Recreation Work, **Marvin Rife**	April	1951	48
Recreation—A Career Service	December	1951	407
Recreation as a Career: At Peace with Yourself, **Francis W. Hartzell**	November	1951	347
After Thirty-eight Years of Service, **Josephine D. Randall;** Why Not Consider Recreation as a Profession?, **Peter J. Mayers**	November	1951	348
Recreation Personnel Service for You, **W. C. Sutherland**	June	1951	155
Personnel Opportunities: Hospital Workers	January	1952	425
Personnel Needed	June	1951	156
Personnel Opportunities for Summer Employment, **W. C. Sutherland**	May	1951	110
Recreation Superintendent Wanted	January	1952	425
Special Service Openings—See **Defense**			

(See also under **Colleges, Defense, Education, Leadership, Schools, NRA Services**)

Personalities

George Butler—Appointed to Executive Committee, Workshop on Recreation, Athletic Institute	December	1951	367
Pierce V. Gahan, Succeeded by Jack S. Puryear, St. Petersburg	January	1952	443
Hats Off!	February	1952	502
Honorary Degrees	October	1951	274
Mark of a Profession (Dave Zook)	November	1951	349
New Professor of Recreation, Charles Brightbill	November	1951	344
News About People, George Simons	May	1951	111
Josephine Randall Retires	June	1951	161
Letter of Appreciation, A	September	1951	196
E. H. Regnier Receives Weir Award	December	1951	403
Floyd A. Rowe	October	1951	290
Secretary of Park Planners Retires	January	1952	453
John Syme to Retire	November	1951	353
Three-Time Honors Winner	December	1951	403
Laurel Wreath Winner	January	1952	443
Conrad L. Wirth	December	1951	367

Play

In My Opinion, **Dr. Laurence K. Frank**	September	1951	233
Importance of Play	February	1952	480
School Days—Does Fun Pay?, **Mrs. Ellen P. Taylor**	September	1951	203
Urge for Play, The	November	1951	332

(See also under **Dancing; Editorial; Games; Holidays; Parties; Playground; Program**)

Playground

Layout: Experiments with Surfacing Under Apparatus	February	1952	517
How to Plan a Home Playground Kit	May	1951	117
More Attractive Playgrounds, **William Frederickson, Jr.**	June	1951	145

	Month	Year	Page
Playground Accidents Prompt Surfacing Study	November	1951	324
Standards for Children's Summer Programs	April	1951	20
Miscellaneous: First Impressions, **Mildred Scanlon**	April	1951	10
Playgrounds	March	1952	536
Two New Playgrounds	September	1951	237
When America Moves to the Playgrounds	April	1951	29
Program: Child Leaders Take Over Noon-Hour Program, **Thomas J. Kilroy**	September	1951	219
Dramatization of Playground Situations **John Zussman**	April	1951	42
Father on the Playground	September	1951	228
Films Teach Playground Leaders About People, **Rex M. Johnson**	April	1951	30
Games on the Playground, **Helen M. Dauncey**	April	1951	32
Good Ideas from Salina, Kansas	May	1951	117
Harold W. S. Van Arsdale Playground	December	1951	403
Imaginative Playground Project and Its Results, An,—Who'd Have Thought It? **Anne Chilton**; Bowling on the Green, **Catherine Sublett**	April	1951	12
Indian Pow-Wow	June	1951	160
Kite Carnivals	February	1952	521
Pattern for Kite Contest	March	1952	584
Picture Isn't Complete, The, **Dr. Hollis Fait**	February	1952	524
PTA Play Program, **Mrs. Donald E. Stier**	April	1951	52
Ship Ahoy! **Frank A. Staples**	June	1951	157

Poetry

Christmas Poems	December	1951	368
I Am a Child, **Percy R. Hayward**	April	1951	9
No One There, **Helen Kitchell Evans**	October	1951	256
Rhymes with a Reason, **Taylor Dodson**	June	1951	172

Pools

Community Takes a Hand, A, **Daniel L. Reardon**	April	1951	50
Data on Swimming Pools	March	1952	575
Guilford Recreation Club, **Harrison Brown and Polly Tier**	October	1951	278
Neighborhood Swimming Pools	June	1951	139
Operating Policies at Public Swimming Pools	April	1951	39
Use of Chlorine in Swimming Pools	April	1951	7
Wading Pools—An Asset or a Liability, **George D. Butler**	April	1951	14
	May	1951	106

Program

Activities: Activities of a Junior Board of Directors, **Marguerite M. Moore**	November	1951	317
Artificial Snow Event	December	1951	378
Batter Up! **George-Anna Carter**	October	1951	264
Clowns Unlimited, **Keith A. MacDonald**	January	1952	454
Letters Awarded for Extra-Curricular Activities	February	1952	521
Rifle Instruction. **A. J. Schara**	October	1951	251
Hospital Baskets, High School Service Project	October	1951	296
Shine 'Em Up!	September	1951	234
Treasure Hunt, **I. Pearl Williams**	September	1951	200
General: Creative Recreation, **Grace Walker**	April	1951	40
School Days—Does Fun Pay?, **Mrs. Ellen P. Taylor**	September	1951	203
Sources of Material for Cultural and Recreational Programs, **Joseph Prendergast**	February	1952	498
Standards for Children's Programs	April	1951	20
Using Volunteers in a Recreation Program, **Helen M. Dauncey**	December	1951	390
(Articles on program appear under nearly every classification and cannot be listed here.)			

Publicity

Local Interpretations	November	1951	354
Recreation Put Us On the Map, **Frank J. Anneberg**	November	1951	350

Puppetry

Here Come the Puppeteers! **Margaret D. Blickle**	April	1951	36
Puppetry in a Neuro-psychiatric Hospital, **Anne Blood**	December	1951	394
Recipes for Fun: Puppets and Shadow Puppets	January	1952	467
Letter from the Editor	January	1952	424
Magazine at Work	October	1951	296
Magazine Goes to a District Conference, The	June	1951	142
Listed (Readers Guide)	June	1951	146
Regular Magazine Features: See subject index headings for contents of Editorially Speaking, Editorials, How To Do It!, New Publications, Personnel, Recipes for Fun, Recreation News and Things You Should Know.			

Rural

Planning for Recreation in Rural Areas	January	1952	470
Rural Population Decrease since 1940	November	1951	313
(See also under **Community, Leadership**)			

Schools

Park-School as a Funtional Facility, The, **Malcolm Kirkpatrick**	October	1951	286
School Buildings for Community Use	October	1951	268
School Days—Does Fun Pay? **Mrs. Ellen P. Taylor**	September	1951	203
School Planning	January	1952	456
Study of Personnel in School Recreation, A	May	1951	103
Urge for Play, The	November	1951	332
(See also under **Education, Colleges**)			

Servicemen and Women

Bill HR 4601, Exemption Federal Amusement Tax	October	1951	246
Community Leaders, Use Your Initiative, **Sherwood Gates**	March	1952	553
Community Programs Include Servicemen	March	1952	572
Community Service Branch, Special Services Division, Department of the Army	November	1951	313
Developments in Soldier Music, **Clarence L. Mills**	February	1952	492
If You Are Drafted	May	1951	70
"Off-Post Recreation for Servicemen and Women"	December	1951	367
Relaxation for Servicemen, Atlanta	September	1951	237
Service to Boys in Uniform, Nashville	May	1951	117
(See also under **Defense**)			

Sports

And Athletics: Athletic Institute, Fifth National Workshop—November	December	1951	367
Award Ribbons	February	1952	521
Competitive Athletics for Boys Under Twelve, Committee to Recommend Standards Formed	June	1951	126
Standards	February	1952	489
Desirable Practices in Athletics for Girls and Women	September	1951	229
Handball Independent of American Athletic Union	May	1951	64
Picture Isn't Complete, The, **Dr. Hollis Fait**	February	1952	524
Sources for Official Rules	February	1952	521
Indoor: Basket-Volleyball	January	1952	469
Don't Give Up—Adapt! Court Ball, Bound Ball	April	1951	27
Every City Could Benefit from an All-Nations Tournament, **Robert Krishef**	December	1951	404
For Bowling Enthusiasts	March	1952	579
Rifle Instruction, **A. J. Schara**	October	1951	251
Short Court Handball, **John A. Friedrich**	October	1951	298
Outdoor: a la Robin Hood, **Roy J. Dunlop**	November	1951	323
Bike-Ways Today, **Godfrey Frankel**	October	1951	252
Boy Meets Girl in Couple Shoot, **Mrs. William Hindson**	October	1951	261
Golf Clases, Albaoy	May	1951	117
Guide to Teaching Tennis, A, **S. C. Summerfield**	June	1951	162
Official Softball Rules	January	1952	443
Prestressed Concrete Cuts Stadium Costs	December	1951	392
Referee's Kit, **Joseph E. Curtis**	March	1952	584
Tennis in the Community Recreation Program	December	1951	397
Tennis Permits	March	1952	584
Uses for Broken Bats	November	1951	354
Outdoor—Water: Boating Booms as Recreation, **Joseph G. Choate**	January	1952	426
Matter of Life or Death, A, **Paul Nelson**	March	1952	574
More Fun in the Water, **Eidola Jean Bourgaize**	June	1951	174
Paddle Your Own Canoe, **Nathan L. Mallison and Waldemar VanB. Claussen**	June	1951	135
Selection of "All American Boating Family"	January	1952	425
We Made a Deal, **Forest Gustaison**	June	1951	176
White Water, **Bob Reilly**	June	1951	181
Why More Canoeing?, **Lillian Riddell and L. E. Fancher**	June	1951	165
Winter: Ice Skating Facilities	December	1951	399
Indoor Skating Rink	October	1951	296
Tobogganing is Where You Build It, **James McConkey**	January	1952	439

Vacation

Family Vacation on a Budget, A, **Regina Z. Kelly**	May	1951	88
Have You a Vacation Story?	June	1951	171
Hitting the High Spots, **Janet Archibald**	June	1951	151
Trail Riders' Expeditions	June	1951	181
White Water, **Bob Reilly**	June	1951	181

Volunteers

Awards for Volunteers (Notes)	December	1951	383
Father on the Playground, **James A. Sharp**	September	1951	228
Using Volunteers in a Recreation Program, **Helen M. Dauncey**	December	1951	390
Volunteer and Senior Citizens, The, **Mary Elizabeth Bayer**	March	1952	562
Volunteers	September	1951	216
Volunteer Leader's Training Course, **John A. Turner**	September	1951	217
Want a Good Job with No Pay?, **J. Campbell Bruce**	October	1951	262
What is a Do-Dad?	May	1951	115

Youth

Activities of a Junior Board of Directors, **Marguerite M. Moore**	November	1951	317
City Newspaper Plans for Youth, A	October	1951	271
Delinquency Picture, The (Trends)	January	1952	450
Lighted Schoolhouse "Sock Hops", **Ismar P. Tick**	October	1951	284
Metropolitan Recreation Council, A	October	1951	291
National Catholic Youth Conference	October	1951	246
(See also)	February	1952	498
Special for Young People, **Lillian and Godfrey Frankel**	January	1952	463
Teen Activities That Have Clicked	December	1951	401
Teen Center Ideas	October	1951	296
TV Programs and Youth	June	1951	148
Will We Permit?	February	1952	480
Youths Promote Democracy	December	1951	403

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March and April, 1952

HELEN DAUNCEY Social Recreation	Niagara Falls, New York March 3-6	Myron N. Hendrick, Director of Recreation, Bureau of Parks, City Hall
	Binghamton, New York March 10-13	Miss Evelyn S. Emerson, Council Secretary, Council of Social Agencies, 32 Henry Street
	District Conference Buck Hill Falls, Pennsylvania March 20-22	John W. Faust, National Recreation Association, 315 Fourth Avenue, New York, New York
	Richmond, Virginia March 24-27	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education.
	Jefferson County Louisville, Kentucky April 7-10	Charlie Vettiner, Director, Jefferson County, Playground and Recreation Board
	Santa Rosa, California April 21-24	Hans A. Thompson, Recreation Director, Recreation Department, 500 King Street
	Berkeley, California April 28-May 1	Charles W. Davis, Director of Recreation and Parks, 2180 Milvia Street
ANNE LIVINGSTON Social Recreation	Atlanta, Georgia March 6-7	Phenizee F. Ransom, Jr., President Georgia State Recreation Association, 1244 Simpson Road, N.W.
	District Conference Tallahassee, Florida March 12-14	Ralph B. VanFleet, 1747 Apache Trail, Clearwater, Florida
	Ocala, Florida March 17-21	Dr. R. L. Fairing, Florida Extension Division, Gainesville, Florida
	Tallahassee, Florida March 24-28	Dr. R. L. Fairing, Florida Extension Division, Gainesville, Florida
	Cumberland, Maryland March 31-April 3	J. D. Lonnholm, Director of Adult Education, Board of Education of Allegany County
	New York, New York April 14-17	Miss Florence Kennedy, Department of Child Care, The Catholic Charities of the Archdiocese of New York, 122 East 22 Street
	District Conference Bear Mountain, New York April 23-26	G. A. Nesbitt, National Recreation Association, 315 Fourth Avenue, New York, New York
	District Conference Wheeling, West Virginia April 27-29	Miss Marion Preece, 814 Bashford Lane, Alexandria, Virginia
MILDRED SCANLON Social Recreation	Pocatello, Idaho March 3-6	John Clark, Director of Recreation, 318 West Center
	Boise, Idaho March 10-13	William Everts, Jr., Director of Recreation, City Hall
	Springfield, Oregon March 24-27	Mrs. Irene Squires, Superintendent, Parks and Recreation, Bank of Oregon Building
	District Conference Eugene, Oregon April 2-4	Willard H. Shumard, 1627-10th Avenue West, Seattle, Washington
	Vancouver, B.C. April 7-10	P. B. Stroyan, Superintendent, Vancouver Park Department, Stanley Park
	Albuquerque, New Mexico April 21-24	Charles F. Renfro, Director, Department of Recreation, 221 West Lead Avenue
	University City, Missouri April 28-May 1	Melvin Oppliger, Secretary Supervisor, 6801 Delmar Boulevard
FRANK STAPLES Arts and Crafts	Lawton, Oklahoma March 10-14	Mrs. Latha H. Prosser, Executive Director Lawton-Ft. Sill Community Chest, Post Office Box 167
	Midland, Michigan March 17-27	Dave Russell, Superintendent of Recreation
	Muskegon, Michigan March 31-April 3	Chase H. Hammond, Director, Department of Parks and Recreation, City Hall.
GRACE WALKER Creative Recreation	Richmond, Virginia March 24-25	L. E. Kibler, Assistant Supervisor, Health and Physical Education, Safety and Recreation, State Board of Education
	Cambridge, Maryland March 31-April 3	Miss Viola J. Comegys, St. Clair High School
	District Conference Madison, Wisconsin April 16-18	Robert L. Horney, 110 Shepard Terrace, Madison, Wisconsin

Attendance at training courses conducted by National Recreation Association leaders is usually open to all who wish to attend. For details as to location of the institute, contents of course, registration procedure and the like, communicate with the sponsors of the courses as listed above. *Charles E. Reed, Manager, Field Department,* National Recreation Association, 315 Fourth Avenue, New York 10, New York.

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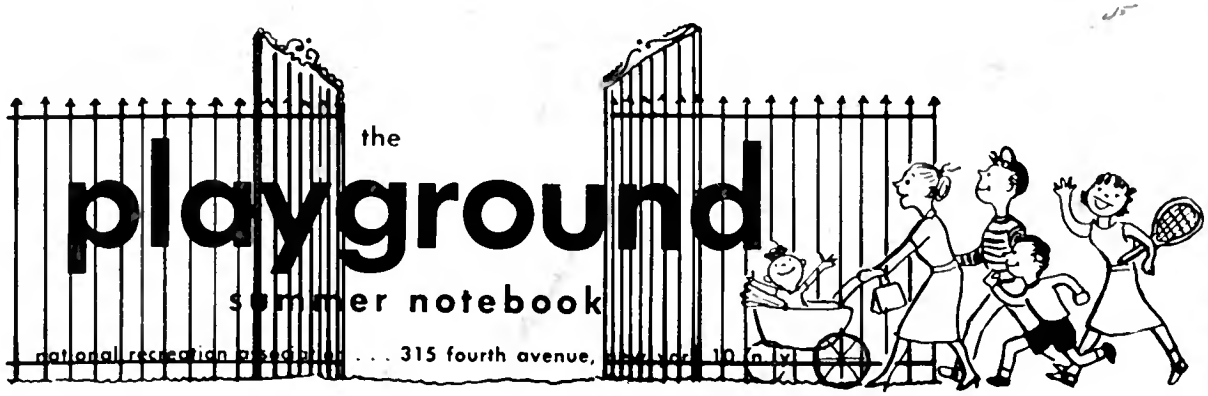

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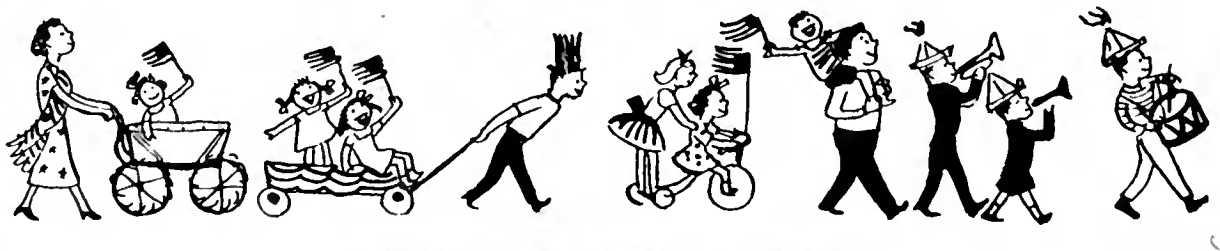

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